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ABSTRACT

This workbook is designed to help communities and program administrators assess the success of their Title V delinquency prevention programs, but it may serve as an evaluation tool for other prevention efforts as well. It provides information and resource aids on program planning, conducting evaluations, tracking programs, describing activities, monitoring risk factor data, performing analyses, and measuring outcomes and performance indicators. The overall evaluation design is a pretest-posttest approach that examines conditions before the initiative is implemented and compares them with conditions after the program has operated. The workbook's first unit, "The Initiative," helps take stock of community mobilization, planning, decision making, and program implementation efforts before the Title V award is received. Unit 2, "Programs and Projects," focuses on the service delivery programs and systems change projects and their processes. "Risk Factor Tracking," unit 3, is designed to help evaluate the impact of the initiative as a whole. An appendix presents risk factor and sample indicators. (Contains 2 figures, 1 chart, and 24 forms.) (SLD)

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U.S. Department of Justice
Office of Justice Programs
Office of Juvenile Justice and Delinquency Prevention

TITLE V DELINQUENCY PREVENTION PROGRAM

COMMUNITY SELF-EVALUATION WORKBOOK

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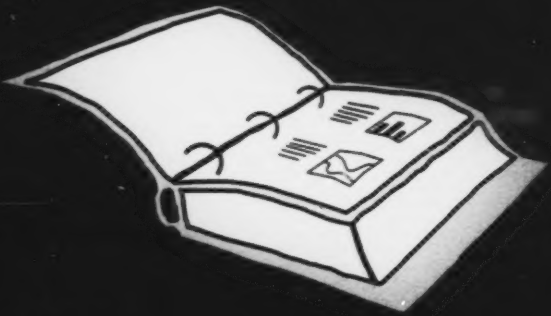

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Office of Juvenile Justice and Delinquency Prevention

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TITLE V DELINQUENCY PREVENTION PROGRAM COMMUNITY SELF-EVALUATION WORKBOOK

Title V Incentive Grants for Local Delinquency Prevention Programs

OJJDP

Shay Bilchik, Administrator
Office of Juvenile Justice and Delinquency Prevention

1995

CALIBER
ASSOCIATES

This Workbook was prepared by Caliber Associates, Fairfax, VA for The Office of Juvenile Justice and Delinquency Prevention (OJJDP) under Contract #OJP-91-C-011.

FOREWORD

In an ongoing effort to provide resources and technical assistance to State and local service providers, the Office of Juvenile Justice and Delinquency Prevention is pleased to make available *The Title V Delinquency Prevention Program Community Self-Evaluation Workbook* to assist you in assessing the success of your Delinquency Prevention Program. The *Workbook* is designed to provide information and resource aids on program planning, conducting evaluations, tracking programs, describing activities, monitoring risk factor data, performing analyses, and measuring outcomes and performance indicators.

While you are required to collect data for measuring the performance and outcomes of your Title V Program, use of the *Workbook* forms is voluntary. The *Workbook*, however, is designed to simplify the task of evaluating Delinquency Prevention Programs by providing forms and instructions for collecting and analyzing data and assessing program performance.

By following the steps contained in the *Workbook* and completing the enclosed forms, essential evaluation information will be collected. Since the *Workbook* is designed to be a resource, consider the evaluation steps and data forms as the minimum amount of information that needs to be included in your Title V evaluation. If the *Workbook* meets your needs, copy the forms and use them outright or use them as a basis to tailor an evaluation to meet your specific program needs. The *Workbook* is not a prescriptive evaluation tool but rather one that includes instructions and data gathering forms that enable communities to assess their Delinquency Prevention Program outcomes. The Office took a basic approach in designing the *Workbook* in order to address the needs of grantees with various levels of program evaluation experience. In some cases the stated information may appear obvious, but to someone who is less familiar with program evaluation procedures or data collection techniques, the detailed step-by-step instructions should prove helpful.

The Office of Juvenile Justice and Delinquency Prevention is pleased to provide *The Title V Delinquency Prevention Program Community Self-Evaluation Workbook* as an evaluation assistance guide for local communities. While the *Workbook* was prepared for the Title V Program, it may serve as a valuable evaluation tool for other prevention initiatives as well. The Office recognizes the importance of evaluating programs and using the results to provide the best possible services to America's children and youth.

Shay Bilchik
Administrator

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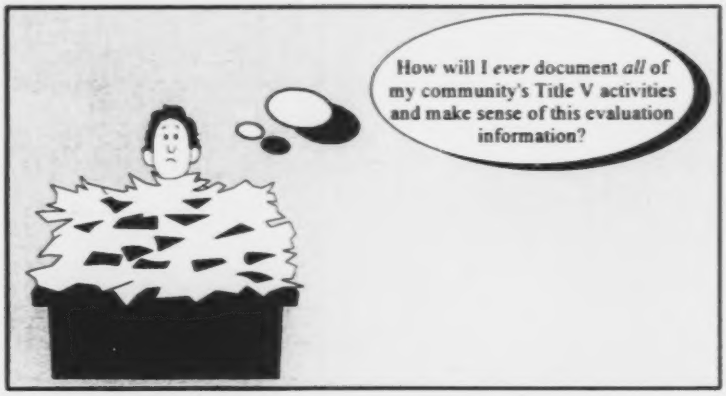
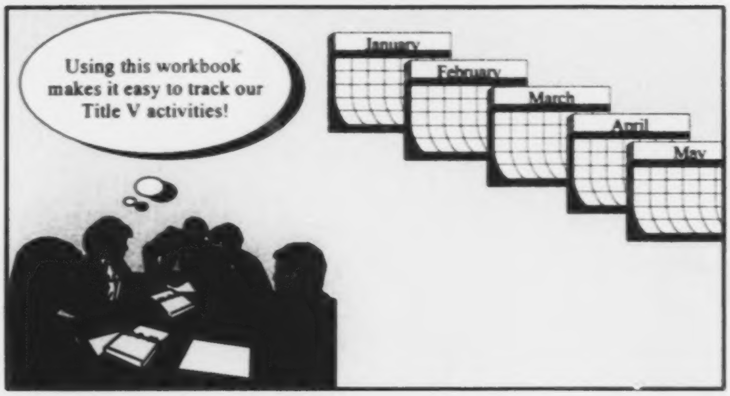
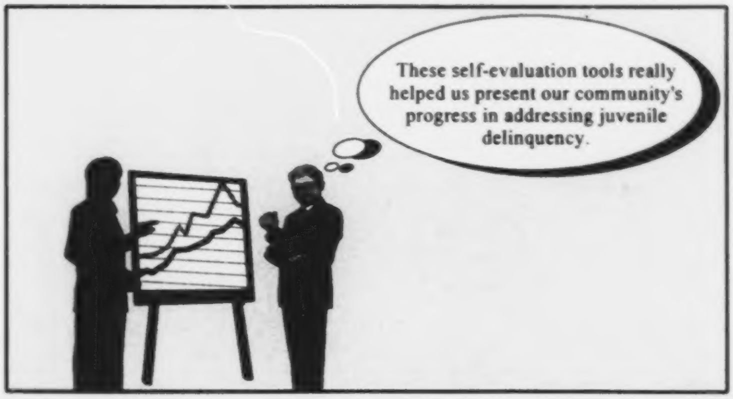
TITLE V COMMUNITY SELF-EVALUATION PROCESS


How will I *ever* document *all* of my community's Title V activities and make sense of this evaluation information?

Day 1


Using this workbook makes it easy to track our Title V activities!
January
February
March
April
May

Throughout
the
Grant Period


These self-evaluation tools really helped us present our community's progress in addressing juvenile delinquency.

Grant End

The *Title V Community Self-Evaluation Workbook* with its step-by-step instructions and easy-to-complete forms will guide you through the evaluation process.

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INTRODUCTION

Congratulations on receiving a Title V Delinquency Prevention Program grant for your community! To get to this point, your community already has done a great deal of work. You've mobilized community leaders, conducted risk and resource assessments, and developed a successful application to your State agency to address problems of juvenile delinquency in your community with a risk-focused prevention strategy. This *Workbook* is designed to help you "write the history" of your community's Title V Initiative. It provides the tools you need for conducting an ongoing assessment of your delinquency prevention strategy.

The *"Introduction"* is often the part of a book or document that people skip. In this case, however, we urge you not to skip over the next few pages, but instead to read the rest of this Introduction - because (1) it's brief, and (2) it contains very important information that will help you use this *Workbook* effectively and get the most out of it, including:

- Why you should conduct an evaluation.
- How the *Workbook* is organized.
- How to use the *Workbook*.
- A few key assumptions.
- A few key terms.

Why You Should Conduct an Evaluation of Your Title V Delinquency Prevention Program

There are many reasons for evaluating programs, but for Title V, three stand out:

- At a local level, you need information to guide your program efforts, to help make sure you're on the *right* course for achieving your community's objectives.

- At a national level, we still need more information about "what works" to prevent juvenile delinquency and keep kids out of trouble.

- At a national and State level, in today's world of scarce resources and tight budgets, sound evaluation findings are increasingly important—and sometimes required—to secure continued program funding.

Despite the bad reputation that "evaluation" and "evaluators" have had in the past (they're right up there with taxes and tax collectors), evaluation doesn't have to be an unpleasant experience and evaluators don't have to be strangers who carry a briefcase and live out of town. In fact, done right, conducting an evaluation can be a very revealing and rewarding experience, especially for community planners (like yourself) and policy-makers. What's more, with this self-evaluation *Workbook*, nobody's doing anything *to you*; you're doing this *for yourself*. The information you will record on the forms in this *Workbook* is designed to help you describe and understand what's happening in your community with respect to delinquency prevention, make informed decisions about where you want to go next, help chart the course to get there, and then look back on how you fared. The lessons you learn are first and foremost meant to be useful to *you*, but as all of the Title V communities around the country begin to learn valuable lessons about what works in preventing juvenile delinquency, these lessons will become valuable to the field as a whole.

In any evaluation, the key question you are trying to answer is: Did this program (or service, or medicine, or class—whatever you're doing) make a difference? But you also have to ask, "Difference *compared to what*?" Determining the answer to that question is what the *evaluation design* process is all about. There are several traditional approaches to evaluation that help answer the "compared to what?" design question, including: pre/post test designs (where you compare the same subject to itself before and after the program); experimental designs (where subjects are randomly assigned to different groups that are exposed to different programs); and quasi-experimental designs (where different groups are exposed to different programs but the assignment is not random).

The overall evaluation design used in this *Workbook* is a pre/post test design. That is, through the risk and resource assessments you conducted, you took a careful look at conditions in your community *before* you implemented your Title V Initiative. With this *Workbook*, you have the tools you need to track your Title V efforts over time and see how conditions in the community change *after* Title V. In other words, with this evaluation design, you will be comparing your community to itself: what it was like (based on certain indicators of problems) *before* the Title V Initiative compared to what it is like in the community in future years, during and *after* Title V. With answers to these questions, "what difference is it making?" and "compared to what?" you will have valuable information for guiding your program efforts and for affecting the future health and well-being of your community—pretty good reasons for conducting an evaluation!

How the Self-Evaluation Workbook is Organized

The *Self-Evaluation Workbook* is organized in three Units, each with a different focus on your Title V effort. As you know, the Title V Delinquency Prevention Program provides communities with an overall framework for delinquency prevention—a risk-focused approach—and a process for implementing it.

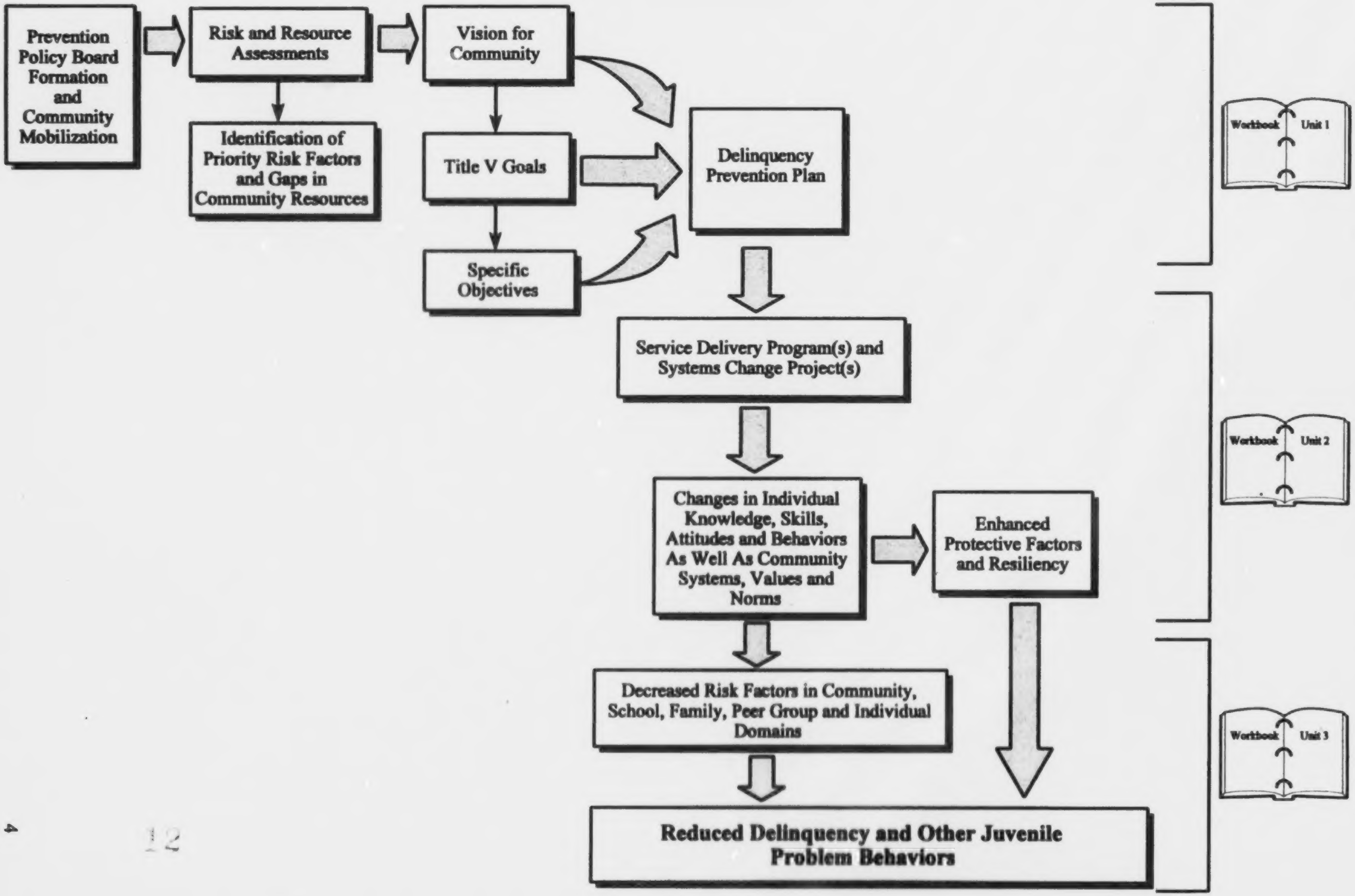
The chart on the following page provides an overview of the Title V process, beginning with the formation of your Prevention Policy Board (PPB) and the initiation of ongoing community mobilization activities. With the risk and resource assessments that you conducted you identified priority risk factors—those that are most pressing in the community—to focus on, as well as gaps in community resources for addressing the priority risk factors. With this information, you developed a "vision" for the community, and goals and objectives for achieving that vision. From there you developed a Delinquency Prevention Plan and a Title V grant application that outlined the specific "promising approaches" you planned to undertake to reduce juvenile delinquency in your community.

In implementing your prevention plan, you may have decided to expand or enhance service delivery programs for youth and families in the community (e.g., parenting skills classes, home visitation programs, after-school services) or to make other changes in the community or its systems that also help prevent juvenile delinquency (e.g., media campaigns, school development strategies, or community organizing activities). The nature and number of prevention programs and projects will vary from one community to the next depending on community characteristics, risk profiles, available resources, and selected prevention strategies. *Each* program or project has specific objectives to bring about changes in the knowledge, skills, attitudes, behaviors or expectations of children, youth, and families or to cause changes in the systems, values, and norms of the community. Collectively, these changes are expected to result in both enhanced protective/resiliency factors and decreased risk factors. Ultimately, the enhancements of protective/resiliency factors and reductions in risk factors are expected to lead to reductions in delinquency and other juvenile problem behaviors in your community.

The three Units in this *Self-Evaluation Workbook* relate to different parts of the Title V process (as illustrated on the right side of the Title V Process Overview chart) and cover both "process evaluation" and "impact evaluation" questions:

> **Unit 1, The Initiative**, will help you to take stock of the community mobilization, prevention planning and decision-making, and program implementation efforts that occurred before you received the Title V grant award, as well as those that occur during the grant

TITLE V DELINQUENCY PREVENTION PROGRAM
PROCESS OVERVIEW



Prevention Policy Board Formation and Community Mobilization

Risk and Resource Assessments

Identification of Priority Risk Factors and Gaps in Community Resources

Vision for Community

Title V Goals

Specific Objectives

Delinquency Prevention Plan

Service Delivery Program(s) and Systems Change Project(s)

Changes in Individual Knowledge, Skills, Attitudes and Behaviors As Well As Community Systems, Values and Norms

Enhanced Protective Factors and Resiliency

Decreased Risk Factors in Community, School, Family, Peer Group and Individual Domains

Reduced Delinquency and Other Juvenile Problem Behaviors

Workbook Unit 1

Workbook Unit 2

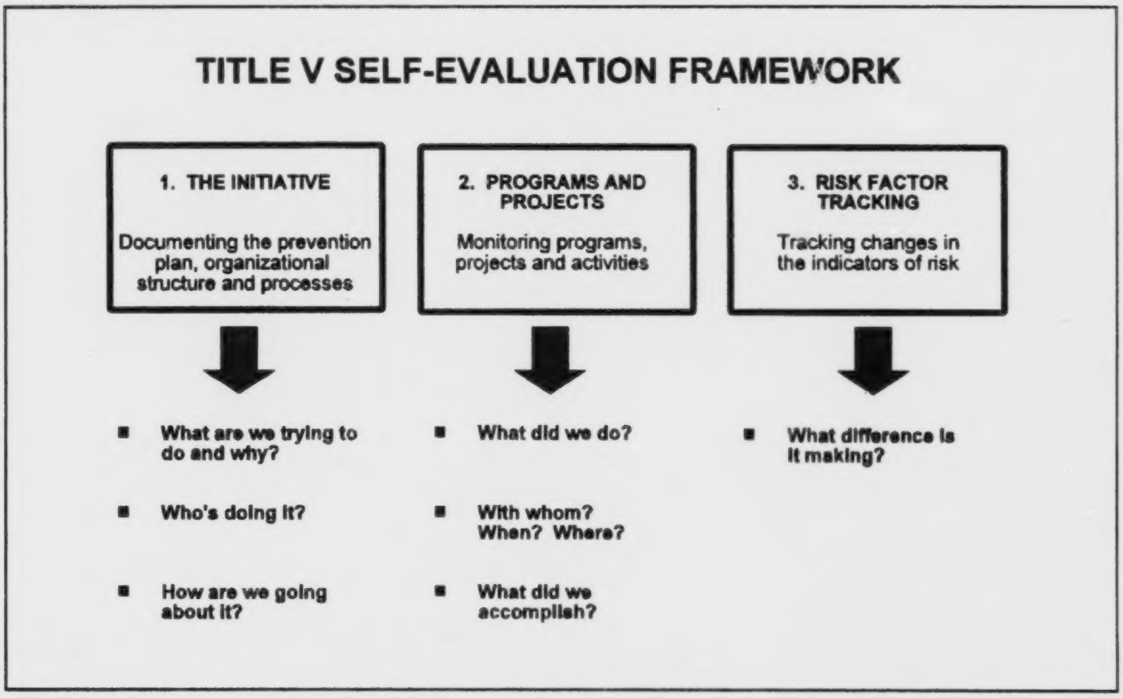
Workbook Unit 3

period. Represented in the top section of the process overview chart, this Unit will help address three basic process evaluation questions: "what are we trying to do and why?"; "who's doing it?"; and "how are we going about it?"

Unit 2, Programs and Projects, focuses on the various service delivery programs and systems change projects that you undertake in your community as part of the overall Title V Initiative. Represented in the middle of the process overview chart, this Unit gets at both process and outcome evaluation questions related to these Title V programs and projects, including: "what did we do?"; "with whom?"; "when?"; "where?"; and "what did we accomplish?"

Unit 3, Risk Factor Tracking, is designed to help you evaluate the *impact* of your Title V Initiative as a whole by tracking the changes over time in the indicators of risk and prevalence of juvenile problem behaviors in your community. Shown at the bottom of the process overview chart, this Unit will help address the important impact evaluation question of "what difference is Title V making?"

The diagram below summarizes the Title V self-evaluation framework, which parallels the Title V Delinquency Prevention Program process. The diagram illustrates the three Units of the *Workbook* and what they cover.



TITLE V SELF-EVALUATION FRAMEWORK

1. THE INITIATIVE

Documenting the prevention plan, organizational structure and processes

- **What are we trying to do and why?**
- **Who's doing it?**
- **How are we going about it?**

2. PROGRAMS AND PROJECTS

Monitoring programs, projects and activities

- **What did we do?**
- **With whom? When? Where?**
- **What did we accomplish?**

3. RISK FACTOR TRACKING

Tracking changes in the indicators of risk

- **What difference is it making?**

Each Unit has a set of data collection forms to be completed at various times throughout the period of your Title V grant. Each form comes with easy, step-by-step instructions on how and when to complete it. In many cases, the instructions also include a boxed area with *"Things to Think About"* as you complete the forms. These *Things to Think About* are provided to help you get the most from the information you're collecting about your Title V Initiative and to help guide your future decisions and prevention plans.

How To Use The Self-Evaluation Workbook

There are three key questions that need to be addressed to answer the overall question of how to use this *Workbook*: How? When? and Who?

> ***How?*** For each data collection form in the *Workbook* there is a "master" form that you should make copies from before filling it out. Some forms will only be filled out once during the grant period, some will be completed on an ongoing basis, and for others, you will need several copies, depending on how many different service delivery programs or systems change projects you implement as part of your Title V Initiative. The instructions for each form tell you how many copies you will need.
>
> ***When?*** For each form in the *Workbook*, the instructions also tell you when you should fill it out. In addition, there is a checklist provided at the end of this introductory section called "*When You Should Fill Out These Forms*" that gives you a broad overview of when the various forms should be completed. By using these forms on an ongoing basis, the evaluation can be integrated into your Title V planning, management, and decision-making processes.
>
> ***Who?*** Although we recommend that one person should have overall responsibility for ensuring that all of the forms in the *Workbook* are completed (for example, the chair of the PPB, a representative of the unit of local government that received the Title V grant, or your designated lead evaluator), you probably will want to assign the task of completing the various forms in the *Workbook* to different people who are involved in your Title V Initiative. There are plenty of forms to go around, and different people will have different levels of involvement and familiarity with the various aspects of your Initiative. (This is especially true for the forms in Unit 2, and is discussed further in that section.)

As you complete the various forms in each section, store them in a three-ring binder to keep everything together. There may also be other information related to your Title V Initiative that supports or adds to what you record on these data collection forms (e.g., your Title V grant application, grant reports, program brochures, evaluation surveys), which you will want to include in the *Workbook*. Copy these supporting materials and put them in the back of the binder as an additional appendix. *Think of your Workbook as the "living history" of your Title V Initiative!*

A Few Key Assumptions About the Workbook's Design...

The forms in this *Workbook*—and its overall structure—were designed to be consistent with the Title V Delinquency Prevention Program Guidelines (published in the *Federal Register*, Vol. 59, No. 146, Monday, August 1, 1994). These guidelines describe the "risk-focused approach" to delinquency prevention as well as the process and requirements for making Title V State and local subgrant awards. An important aspect of the Title V process has been the training provided to communities around the country to help them prepare their grant applications and prevention plans. This training program, *Communities That Care*, which has been attended by hundreds of local communities —perhaps yours among them—also served as a basis for the design of many of the data collection forms in this *Workbook*. But don't worry! Even if you didn't attend *Communities That Care* training, or have adopted a different model of risk-focused prevention, the information to be collected on these forms is still relevant to your Title V Initiative.

Although each State may have adopted somewhat different award requirements or processes, the following key assumptions about the users of this *Self-Evaluation Workbook* underlie its design:

- That the State has awarded your community a Title V grant, which you have matched with 50% of the amount of the grant (cash or in-kind).
- That you have designated or formed a Prevention Policy Board (PPB) with 15 to 21 members from your community that will have general oversight responsibility for implementation of the Title V grant activities.
- That you have completed a risk and resource assessment for your target community.
- That you have developed a three-year prevention plan for your community which included the identification of the *priority risk factor(s)* to be addressed.
- That you identified, implemented, or expanded one or more individual programs or projects to address your community's priority risk factors.

These core assumptions, drawn from the Program *Guidelines*, provide the overall framework for the *Workbook* data collection forms. Although the specific characteristics of each State's Title V Delinquency Prevention Program may vary somewhat—and you may have to tailor your responses to some items on some forms—these overall Title V features should be applicable to most, if not all, local Initiatives. If any of these assumptions are not true for your community, you may want to review your State's Title V requirements, contact your Juvenile Justice Specialist, or plan to address them in the early stages of your Title V grant period.

A Few Key Terms Used in the Workbook...

Title V Title V refers to the new program authorized in Title V of the 1992 amendments to the Juvenile Justice and Delinquency Prevention Act which provides for "Incentive Grants for Local Delinquency Prevention Programs." More specific guidelines for implementing the Title V Program are outlined in the Title V Delinquency Prevention Program Guidelines (published in the *Federal Register, Vol. 59, No. 146, August 1, 1994*).

The Initiative This term refers to your *overall* Title V prevention effort. The term "initiative" is used in reference to "new ideas or methods" and to signify the full range of prevention activities you plan to undertake with your Title V grant.

Prevention Policy Board (PPB) The Title V Program *Guidelines* call for the "designation or formation of a local Prevention Policy Board" that will "provide general oversight" for Title V activities in each community. In your community, the local oversight group may be called something different (e.g., the "Juvenile Delinquency Prevention Task Force" or a "Steering Committee"), but "PPB" is used throughout the *Workbook* to signify this required Title V oversight body.

Service Delivery Program A service delivery program is a component of the overall Title V Initiative that is designed to address priority risk factors or enhance protective factors through the provision of services directly to individual clients or participants in the community.

Systems Change Project A systems change project is a component of the overall Title V Initiative that has a broader, community-level focus than a service delivery program such as public service announcements or efforts to change local ordinances.

Risk Factor A risk factor is a condition of the individual, family, or community that research has found to be a predictor of juvenile delinquency and other problem behaviors. A list of risk factors (and their indicators) is included in the Appendix to this *Workbook*.

Risk Factor Indicator For each risk factor, there are "indicators" of its existence—quantifiable data that provide information about how widespread a problem the risk factor is in a community. These indicators of risk can be found in nationally published statistics (like the U.S. Census), in community-level records (such as school attendance records or unemployment rates), or can be generated locally (such as a survey of teen drug awareness and use).

Protective Factor A protective factor is a condition or characteristic (e.g., positive relationships with adults) that shields or buffers children from problems. (The term "resiliency" is sometimes used in the same way.)

A Final Word About Using This Workbook....

The overarching goal and purpose of this *Self-Evaluation Workbook* is to provide you with a useful set of tools for documenting and assessing your community's Title V Delinquency Prevention Program. The data collection forms contained in the *Workbook* are interrelated and are designed to help you evaluate your Title V Program. Consider these forms resource tools that can help make your task of evaluating your Title V efforts easier. If you have any questions or need assistance in completing any of the forms contained in the *Workbook*, call your State Juvenile Justice Specialist. If further information is needed, call Donna Bownes, Program Manager, State Relations and Assistance Division, Office of Juvenile Justice and Delinquency Prevention (OJJDP), in Washington, D.C. at (202) 307-5924.

TITLE V DELINQUENCY PREVENTION PROGRAM
COMMUNITY SELF-EVALUATION WORKBOOK
INVENTORY OF FORMS

FORM NUMBER	FORM NAME	KEY FEATURES	WHEN TO USE	NUMBER OF PAGES	COPIES NEEDED
UNIT I - THE INITIATIVE					
1-1	Grant and Funding Information	Summary of basic information identifying the Title V grant recipient and prevention resources	Within one month following Title V grant award	1	Single
1-2	Target Community Description	Snap-shot of community characteristics, geographic boundaries, and demographics	Within one month following Title V grant award	1	Single
1-3	History and Background	Narrative account of the prior history of prevention initiatives in your community leading up to the Title V grant	Within one month following Title V grant award	1	Single
1-4	Organizational Structure	Description and diagram of the roles and relationships of the various agencies and individuals involved in the Title V Initiative	Within one month following Title V grant award and at the end of the first year	6	Multiple
1-5	Prevention Policy Board (PPB) Members Roster	List of Prevention Policy Board members and their affiliations	Within one month following Title V grant award and after the departure or addition of any PPB member	3	Single
1-6	Summary Table of PPB Representation	Tally of Prevention Policy Board member participation and representation over time	Within one month following Title V grant award and at the end of each year of the grant period	1	Single
1-7	PPB Meetings, Actions, and Activities	Record or "minutes" of Prevention Policy Board meetings, decisions, and activities	During each meeting of the PPB or PPB committee	2	Multiple
1-8	Vision, Goals, and Objectives	Depiction of the desired future state of your community to result from your prevention efforts	Within one month following Title V grant award	2	Single

FORM NUMBER	FORM NAME	KEY FEATURES	WHEN TO USE	NUMBER OF PAGES	COPIES NEEDED
1-9	Risk Factors and Program Plan	Outline of programs and projects selected to address priority risk factors in your community	Within one month following Title V grant award	1	Single
1-10	Title V Budget Summary	Table of budgeted and actual expenditures	Within one month following the Title V grant award and at the end of the grant period	1	Single
1-11	Process Reflections	Assessment of progress made, barriers encountered, and changes planned in community-wide implementation process	At the end of each year of the Title V grant period	2	Multiple
UNIT 2 - PREVENTION PROGRAMS AND PROJECTS					
2-1A	Service Delivery Program Description	Overview of the characteristics and desired outcomes of component programs	Upon initiating any Title V service delivery program	3	Multiple
2-1B	Systems Change Project Description	Overview of the characteristics and desired outcomes of component projects	Upon initiating any Title V systems change project	3	Multiple
2-2A	Service Delivery Program Implementation Log	Annual record of program steps, activities, and services	Throughout each program year	1	Multiple
2-2B	Systems Change Project Implementation Log	Annual record of project steps, activities, and events	Throughout each project period	1	Multiple
2-3A	Service Delivery Program Process Assessment	Assessment of actual program implementation processes as compared to original program plans	At the end of the program period	3	Multiple
2-3B	Systems Change Project Process Assessment	Assessment of actual project implementation processes as compared to original project plans	At the end of the project period	2	Multiple
2-4A	Service Delivery Program Outcome Assessment	Assessment of progress made in achieving desired program outcomes	At the end of the program period	1	Multiple
2-4B	Systems Change Project Outcome Assessment	Assessment of progress made in achieving desired project outcomes	At the end of the project period	1	Multiple

FORM NUMBER	FORM NAME	KEY FEATURES	WHEN TO USE	NUMBER OF PAGES	COPIES NEEDED
UNIT 3 - RISK FACTOR TRACKING					
3-1	Risk Factors and Indicator Summary	Outline of priority risk factors in your community and relevant indicators of risk levels	At the end of the first year of the Title V grant period	1	Single
3-2	Tracking Risk Factor Indicators	Table and graph of risk factor indicator data over time	At the end of each year after the Title V grant begins	2	Multiple
3-3	Risk Factor Data Analysis	Interpretation of risk factor data and trends	At the end of each year after the Title V grant begins	1	Multiple
3-4	Tracking Indicators of Juvenile Problem Behaviors	Table and graph of data related to the occurrence of juvenile problem behaviors over time	At the end of each year after the Title V grant begins	2	Multiple
3-5	Juvenile Problem Behaviors Data Analysis	Interpretation of trends in juvenile problem behaviors	At the end of each year after the Title V grant begins	1	Multiple

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WHEN SHOULD YOU FILL OUT THESE SELF-EVALUATION FORMS?

Within One Month Following the Title V Grant Award:

☐ 1-1 Grant and Funding Information
☐ 1-2 Target Community Description
☐ 1-3 History and Background
☐ 1-4 Organizational Structure
☐ 1-5 Prevention Policy Board (PPB) Members Roster
☐ 1-6 Summary Table of PPB Representation
☐ 1-8 Vision, Goals, and Objectives
☐ 1-9 Risk Factors and Program Plan
☐ 1-10 Title V Budget Summary

Throughout the Title V Grant Period:

☐ 1-5 Prevention Policy Board (PPB) Members Roster
☐ 1-7 PPB Meetings, Actions, and Activities

Upon Initiating a Program/Project:

☐ 2-1A Service Delivery Program Description
☐ 2-1B Systems Change Project Description

Throughout Each Component Program/Project Period:

☐ 2-2A Service Delivery Program Implementation Log
☐ 2-2B Systems Change Project Implementation Log

Upon Completing a Component Program/Project:

☐ 2-3A Service Delivery Program Process Assessment
☐ 2-3B Systems Change Project Process Assessment
☐ 2-4A Service Delivery Program Outcome Assessment
☐ 2-4B Systems Change Project Outcome Assessment

At the End of the *First* Year of the Grant Period:

☐ 1-4 Organizational Structure
☐ 3-1 Risk Factors and Indicator Summary

At the End of *Each* Year of the Grant Period (and beyond*):

☐ 1-6 Summary Table of PPB Representation
☐ 1-10 Title V Budget Summary
☐ 1-11 Process Reflections
☐ 3-2 Tracking Risk Factor Indicators*
☐ 3-3 Risk Factor Data Analysis*
☐ 3-4 Tracking Indicators of Juvenile Problem Behaviors*
☐ 3-5 Juvenile Problem Behaviors Data Analysis*

TITLE V DELINQUENCY PREVENTION PROGRAM COMMUNITY SELF-EVALUATION WORKBOOK

UNIT 1

THE INITIATIVE

Documenting the prevention plan, organizational structure and processes

- What are we trying to do and why?
- Who's doing it?
- How are we going about it?

UNIT 1 THE INITIATIVE

Unit 1 is entitled *The Initiative*. The term "Initiative" is used here in reference to "new ideas or methods." It signifies the entire undertaking of Title V Delinquency Prevention in your target community. "Initiative" refers to your community's ability to begin and follow through with your Title V plan. Many factors will affect your ability to sustain an effective Title V Initiative, including funding resources, target community characteristics, your goals and objectives, organizational structure, leadership, the breadth and depth of community involvement, collaboration between participants, decision-making processes, and program plans. The Forms in this Unit are designed to document these factors and help frame an assessment of their contribution to the ultimate effectiveness of your Title V Initiative.

In completing the Forms in Unit 1, your prevention team will address the following broad questions:

- Who you are.
- Where you came from.
- How you are organized.
- Where you are going.
- What you are doing to get there.

In answering these questions, you will develop a narrative of pertinent information related to the background, processes, and direction of your community's Title V Initiative.

Most of the Forms in Unit 1 should be started, and in many cases completed, within one month following the Title V award, or soon thereafter. You will find that much of the information requested on these Forms can be taken directly from the grant application that you submitted to receive Title V funds. In fact, we suggest that you include a copy of your Title V grant application as an "appendix" to the *Workbook*. The grant application not only serves as a ready reference now, but it also represents an important document in the project's initial history that later can aid others who might use the *Workbook* as a tool in evaluating your prevention project. If your Prevention Policy Board (PPB) operates under a written set of by-laws or policy rules, you might also include those in the *Workbook* appendix.

Unit 1 has 11 different Forms, listed in the box on the following page. These Forms should be filled out by someone (or several persons) familiar with the history of your community's Title V Initiative, the formation of the PPB, and current PPB activities. Remember, the more information that is collected and recorded, the more useful the results will be to you.

UNIT 1 FORMS

1-1 Grant and Funding Information
1-2 Target Community Description
1-3 History and Background
1-4 Organizational Structure
1-5 Prevention Policy Board (PPB) Members Roster
1-6 Summary Table of PPB Representation
1-7 PPB Meetings, Actions, and Activities
1-8 Vision, Goals, and Objectives
1-9 Risk Factors and Program Plan
1-10 Title V Budget Summary
1-11 Process Reflections

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FORM 1-1: **GRANT AND FUNDING INFORMATION**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING TITLE V GRANT AWARD**
KEY FEATURES: **SUMMARY OF IDENTIFYING AND FUNDING DATA**

This Form collects basic information about you, the Title V grant recipient, and the prevention funding you received.

BEFORE YOU BEGIN:

- **Do not write on the original Form**. Make copies of Form 1-1. You will need one copy of this Form for each separate Title V grant awarded to your community.
- Get a copy of your Title V grant application and the grant award document you received from the State. Most of the information required for Form 1-1 can be found in these two sources.

1. Title V Target Community

A. **Community Name** Fill in the name of the target community for which Title V grant funds will be used. Use the same community name that was written in your grant application.

B. **State** Provide the two letter State abbreviation for your State.

2. Title V Grant Information

A. **Grant Recipient** Name the unit of general local government (e.g., city, county, township, borough, parish, tribe) that is the official recipient of the Title V grant award.

B. **Address** Provide the address, including the office number, street, city, State, and zip code of the grant recipient described above.

C. **Point of Contact** Indicate the name and title of a point of contact at the grant recipient organization. This person should hold responsibility for administering Title V funds.

D. **Phone Number and Fax Number** List the phone number (P) and the fax number (F) of the point of contact. Include the area code.

E. **State Award Number** Indicate the unique identifying number assigned by the State Agency to your grant project.

F. **Date Awarded** Enter the date the State Agency awarded the grant to your community.

G. **Total Award Amount** List the total dollar amount of Title V funds awarded from the State to your community for the duration of the grant. Do not include matching resources in this space.

H. **Funding Period** Enter the beginning and ending dates for the funding period of your grant. This funding period may range from 12 to 36 months. If your community submitted a single application and received a 3-year grant, then complete one copy of Form 1-1 and enter a funding period reflecting 36 months. If your community was required to submit a new application each year and was awarded *three separate Title V grants,* then complete three copies of Form 1-1, each with a 12-month funding period.

3. Matching Resources for Title V Grant

The terms of the Title V grant require a 50-percent match of resources, either in cash or in kind, and the State or the unit of general local government are responsible for providing the match. Describe your community's matching resources in Table 3. Attach an additional page if you have more than five sources of matching funds.

A. **Source** List the name of each provider of matching resources. The source may be a State agency or unit of general local government. Be specific in identifying the funding source (e.g., State Department of Juvenile Justice Formula Grants Program, County Government At-Risk Youth Program).

B. **Type** Describe the resource or service provided. Resource types may include: cash, staff time, office space, equipment, transportation, professional services, etc.

C. **Value** Provide the dollar amount of each cash award and the estimated value of the goods and services received for each in-kind contribution. Enter the total value of matching resources in the bottom row. (This total should equal at least 50 percent of your total Title V grant.)

D. **Period** List the beginning and end dates of the funding period for the matching resource.

4. Other Non-Title V Funding Sources for Prevention Activities in the Target Community

In addition to the Title V grants and matching resources, many communities may also be recipients of other Federal, State, local, or private funding that supports interagency planning, coordination, and service delivery for prevention programs. Examples of non-Title V funding sources include: U.S. Department of Health and Human Services: Family Preservation and Support Services; CSAP Community Partnership Grants; Department of Education: Drug Free Schools Program; Metropolitan Life Foundation; XYZ Corporation Community Development Campaign. Using the same instructions explained above for Table 3, list other significant prevention funding sources in your community, along with the resource type, value, and period. Be as specific as possible. Keep in mind that only funds or in-kind resources from the State or unit of general local government may qualify as match funding under Title V. But in order to understand your full prevention picture, it is also important to identify what other resources are available for prevention activities in your community.

You may receive outside funding before or after the award of the Title V grant. If, during the course of the Title V grant period, additional prevention funding is awarded to the target community, be sure to add the relevant information to the table. (Attach an additional page if you have more than three sources of non-Title V funding sources.)

5. Additional Grant or Resource Information

Use this space or attach extra pages to provide any additional information, special circumstances, or other comments related to your grant award and other prevention funding resources in your community.

1-1 GRANT AND FUNDING INFORMATION

1. Title V Target Community

A. Community Name: ______________________________ B. State: ________

2. Title V Grant Information

A. Grant Recipient (Unit of General Local Government): ______________________

B. Address: ______________________

____

C. Point of Contact (Name and Title): ______________________

____

D. Phone Number and Fax Number: (P) ____________ (F) ____________

E. State Award Number: ____________ F. Date Awarded: ___/___/___

G. Total Award Amount: $____________ H. Funding Period: ___/___/___ to ___/___/____

3. Matching Resources for Title V Grant

A. Source	B. Type	C. Value	D. Period
1)		$	
2)		$	
3)		$	
4)		$	
5)		$	
Total Matching Resources	▨	$	▨

4. Other Non-Title V Funding Sources for Prevention Activities in the Target Community

A. Source	B. Type	C. Value	D. Period
1)		$	
2)		$	
3)		$	

5. Additional Grant or Resource Information

____

____

FORM 1-2: **TARGET COMMUNITY DESCRIPTION**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING TITLE V GRANT AWARD**
KEY FEATURES: **COMMUNITY BOUNDARIES AND DEMOGRAPHICS**

This Form provides a "snap-shot" of the geographic location and demographic make-up of your Title V target community.

1. Geographic Location and Definition of Target Community

A. **Community Name** Enter the name of your target community, neighborhood, county, city, school district, etc.

B. **State** Provide the two letter State abbreviation for your State.

C. **Geographic Boundaries of Target Community** Identify the specific geographic boundaries of your target community. Specify whether the community is defined by the boundaries of a neighborhood, school district, county, township, city, tribe, or other jurisdiction.

D. **Counties or Townships Within Community Boundaries** List all of the counties or townships that fall entirely or partially within your target community boundaries.

E. **School District(s) Within Community Boundaries** List all of the school districts that fall entirely or partially within your target community boundaries.

2. Target Community Profile

A. **Community Setting** Classify your target community as urban, suburban, rural, or mixed by placing a check in the appropriate box.

B. **Total Community Population** Using the most recent data available, enter the total number of residents in your target community and write the year to which the population number refers.

C. **Median Annual Household Income Level** Indicate the median annual income for households in your target community and write the year to which the income data refer. The median level is the dollar amount which divides the income distribution into two equal groups (half with income above the median, half with income below it).

D. **Brief Community Description** Briefly describe some of the primary economic, social, or demographic characteristics of your target community. This description may include comments on the current economic conditions of the community, principal racial or socioeconomic groups who live in the target community, dominant cultural norms or values of community members, geographic features, major employers, recent trends, or other factors that help define your target community. (Attach an additional sheet if necessary.)

3. Youth Profile for the Target Community

A. **Number of Children Under Age 18** Using the most current data available, enter the number of children in each age range listed. Sum the numbers for each group to show the total number of children in the target community. Calculate the percentage of children under age 18 relative to the total community population recorded in 2B (that is, divide the total number of children entered in Item 3A by the community population number entered in Item 2B). At the bottom of the box, indicate the year to which the data refer. If the numbers are estimates, write "estimate."

B. **Percentage of Children Under Age 18 by Ethnic/Racial Background** For each ethnic/racial group listed, calculate the percentage of total children in the target community of that ancestry or origin. At the bottom of the box, indicate the year to which the data refer. If the numbers are estimates, write "estimate."

C. **Percentage of Children Under Age 18 by Gender** Indicate the percentage of male and female children in the target community. At the bottom of the box, indicate the year to which the data refer. If the numbers are estimates, write "estimate."

Possible Sources of Information for Completing Form 1-2:

- U.S. Census Data
- Reference librarian
- State University Data Center
- Local Government
- *Kids Count Data Book* (Annie E. Casey Foundation)
- State Juvenile Justice Specialist
- Chamber of Commerce
- School District

Things to Think About When Completing Form 1-2:

- Is your target community well defined? Do you know exactly where you're focusing your Title V resources?
- Is your target community of a manageable size to support the implementation and evaluation of a risk-based prevention program?
- Have you gained the cooperation of all of the potentially important government entities within the boundaries of your target community (e.g., the school districts, town, county, and tribal governments)?
- How do community characteristics influence your prevention efforts and affect the provision of services to families and youth in the target community?
- Have you involved in the Title V Initiative the major racial, cultural, and socio-economic groups who live in your target community?

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1-2 TARGET COMMUNITY DESCRIPTION

1. Geographic Location and Definition of Target Community

A. Community Name: ______________________ B. State: ______

C. Geographic Boundaries of Target Community: ______________________

D. Counties or Townships Within Community Boundaries: ______________________

E. School District(s) Within Community Boundaries: ______________________

2. Target Community Profile

A. Community Setting: ☐ Urban ☐ Rural ☐ Suburban ☐ Mixed

B. Total Community Population: ______________________ (Year:)

C. Median Annual Household Income Level: ______________________ (Year:)

D. Brief Community Description:

3. Youth Profile for the Target Community

A. *Number* of Children Under Age 18:		B. *Percentage* of Children Under Age 18 by Ethnic/Racial Background:		C. *Percentage* of Children Under Age 18 by Gender:	
0 to 5	______	White	______ %	Male	______ %
6 to 10	______	African American	______ %	Female	______ %
11 to 13	______	Hispanic	______ %	TOTAL	100 %
14 to 17	______	Native American	______ %		
TOTAL	______	Asian	______ %		
% of Population	______	Other	______ %		
		TOTAL	100 %		
(Year:)		(Year:)		(Year:)	

FORM 1-3: **HISTORY AND BACKGROUND**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING TITLE V GRANT AWARD**
KEY FEATURES: **NARRATIVE OF WHERE YOU HAVE BEEN**

Use this Form to provide a narrative account of the background of your Prevention Initiative and Prevention Policy Board (PPB).

History and Background of Prevention Initiatives in the Target Community Before This Title V Grant

Briefly describe the history of prevention initiatives in your community leading up to the Title V grant. Important aspects may include:

- Previous experiences with delinquency prevention activities, including what was done, for how long, what was the budget, and what was the outcome.
- What were the evaluation findings from previous prevention efforts.
- Which programs and services for families and youth were successful in the past and which were not successful.
- What other community coalitions or interagency task forces focus specifically on youth issues.
- Who initiated delinquency prevention efforts in the community and how others were brought on board.
- How collaboration and coordination among different community groups was achieved.
- How key leaders and PPB members were brought together to conduct policy planning for youth issues.

Your narrative should also describe how previous community efforts relate to the current Title V Initiative.

Look carefully at the history of prevention in your community and be candid in writing your background statement. This Form is an opportunity to get down in writing the outside factors that may have played an important part in the formation of the current Initiative, but which are not captured on other evaluation Forms. Examine what has been tried in the past, looking at both that which has been successful and that which has been less-than-successful. Think about what has facilitated or obstructed success in past efforts. Try to get at what makes the Title V Initiative different from previous prevention efforts. This account of your history and background can serve as a record of where the community has been and is now, which is essential to assessing progress in the future.

1-3 HISTORY AND BACKGROUND

History and Background of Prevention Initiatives in the Target Community Before This Title V Grant

(Continue on an additional page if necessary)

FORM 1-4: **ORGANIZATIONAL STRUCTURE**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING THE TITLE V GRANT AWARD AND AT THE END OF THE FIRST PROGRAM YEAR**
KEY FEATURES: **DIAGRAM OF ORGANIZATIONAL STRUCTURE**

This Form asks you to describe and draw a diagram of the roles and relationships of the various players on the Prevention Policy Board (PPB) and the agencies, organizations, and groups involved in the Title V Initiative. Form 1-4 focuses on the internal *organizational structure* of the PPB as well as its external relationships with other community organizations. Form 1-5 will collect information on the names and affiliations of the *individual members* of the PPB.

1. Prevention Policy Board (PPB) Fiscal Agent and Sponsoring Organization

A. **Unit of General Local Government** Enter the name of the unit of general local government (e.g., city, county, township, borough, parish, tribe) that is the official recipient and fiscal agent of the Title V grant award. This should be the same unit of general local government named on Form 1-1, Item 2-A. (The Title V guidelines require a single unit of general local to serve as the grant recipient, although planning of the Title V Initiative is the responsibility of the Prevention Policy Board with representatives from multiple organizations.)

B. **Name of PPB Sponsoring Organization** Identify the specific local agency or entity that has responsibility for support of the PPB.

C. **Type of Organization** Check the appropriate box to identify whether the sponsoring organization is a private non-profit organization, government or public agency, private business, or other.

2. PPB Leadership Structure

A. **Position Title** List the leadership positions and titles of the officers of your PPB (e.g., chairperson, vice-chairperson, secretary). If your PPB has more than 5 leadership positions, continue listing them on an additional sheet of paper.

B. **Role** For each position listed, describe its role or function on the PPB.

3. Paid Title V PPB Staff

A. **Number of Full-Time Staff** Enter the number of PPB staff— e.g., prevention coordinators, outreach workers, or PPB support staff— who are paid through Title V funds (State grant or matching funds) and *work 35 hours or more* per week. Do not include here staff members who provide direct services to youth under Title V-supported programs (e.g., parent trainers, peer counselors, teachers).

B. **Number of Part-Time Staff** Enter the number of PPB staff— e.g., prevention coordinators, outreach workers, or PPB support staff— who are paid through Title V funds (State grant or matching funds) and work *less than 35 hours* per week. Do not include here staff members who provide direct services to youth under Title V-supported programs (e.g., parent trainers, peer counselors, teachers).

4. PPB Standing Committees

A. **Committee Name** List the names of the various standing committees or sub-committees of the PPB. Examples of committees might include publicity, fundraising or development, policy, community outreach, and program evaluation. In this table, list *permanent, standing committees* formed to last the life of the PPB (*temporary committees or special task forces* formed for specific activities are covered below in Item 5). If your PPB has more than 8 standing committees, continue listing them on an additional sheet of paper.

B. **Role** For each committee listed, describe its role or function in the Title V Initiative.

5. PPB Special Task Forces

A. **Special Task Force Name** List the names of special task forces and temporary working groups of the PPB (e.g., media campaign task force, parent involvement task force, school intervention working group). Unlike the standing committees, these "task forces," as the term is used here, are created for specific tasks or projects and are then disbanded after the specific task is completed. Be sure to update your PPB Special Task Forces Table on an on-going basis as new task forces are formed. If your PPB forms more than 8 special task forces, continue listing them on an additional sheet of paper.

B. **Role** For each special task force listed, describe its role or function in the Title V Initiative.

C. **Date Formed** Enter the date the task force was formed.

D. Date Disbanded Enter the date the task force was disbanded or terminated.

6. Community Agencies, Organizations and Groups Involved in the Title V Initiative

A. Agency, Organization, or Group Name In addition to the individuals who serve on the PPB, there will be local agencies, organizations, and groups involved in the Title V Initiative, such as school districts, local universities, county governments, police departments, parent groups, community organizations, or social service agencies. List the names of these agencies, organizations, and groups affiliated with the Title V Initiative. If your PPB is working with more than 10 different organizations, continue listing them on an additional sheet of paper.

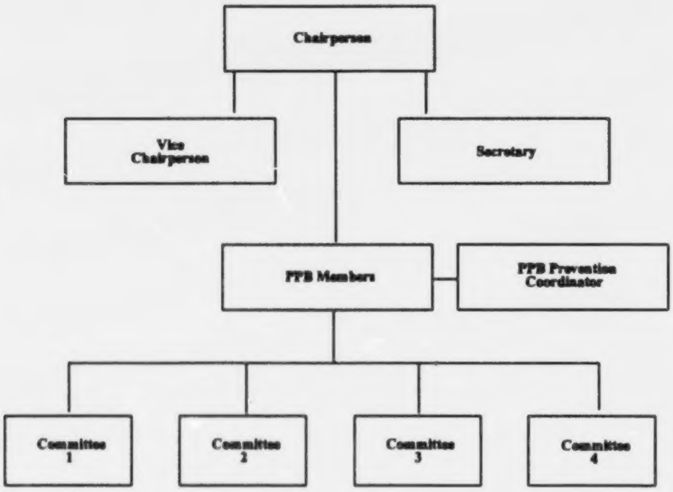
B. Role For each agency, organization, or group listed, describe its role in the Title V Initiative (e.g., evaluation support, site for after-school program, counseling services for at-risk youth). Note that different sections of the same agency may have different roles and should be listed separately. For example, the Director's office of the local child welfare agency might be the sponsoring organization, while the case workers in the same agency might provide direct services to the target population in a program directed by the PPB.

7. Diagram of PPB Structure at Grant Start-Up

Draw a simple chart of your PPB organizational structure to show graphically the relationships between the general membership and the officers, paid staff, and committees, which you listed in sections 2, 3 and 4. By looking at the organizational diagram, an outsider should be able to understand the basic set-up of the PPB.

The diagram on the next page shows a sample PPB organizational structure. This is just one example; every PPB may be organized differently.

Sample Diagram: Form 1-4 Diagram of PPB Structure


Chairperson
Vice Chairperson
Secretary
PPB Members
PPB Prevention Coordinator
Committee 1
Committee 2
Committee 3
Committee 4

8. Diagram of PPB Structure at End of First Year

At the end of the first year of the grant period, repeat the instructions explained above in section 7, showing the PPB organizational structure at the end of the year. Observe how the PPB organizational structure has evolved and changed over the first year of the grant.

9. Diagram of Title V Initiative Organizational Structure at Grant Start-Up

Draw a simple chart of your overall Title V Initiative organizational structure to graphically show the relationships between the PPB and the other organizations, agencies, and groups that you listed in section 6. Use solid lines to show direct relationships and dashed lines to indicate indirect relationships. By looking at the organizational diagram, an outsider should be able to understand the basic set-up of the players involved in your Title V Initiative.

On the next page is a sample diagram of a Title V organizational structure. This is just one example; every Initiative may be organized differently.

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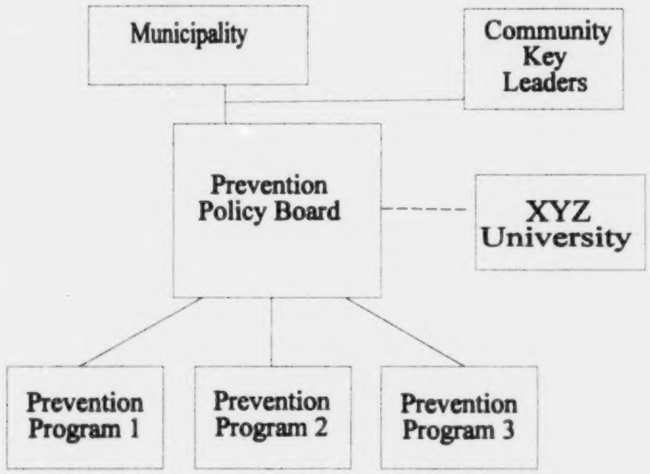
Sample Diagram: Form 1-4 Diagram of Title V Organizational Structure


Municipality
Community Key Leaders
Prevention Policy Board
XYZ University
Prevention Program 1
Prevention Program 2
Prevention Program 3

10. Diagram of Title V Initiative Organizational Structure at End of First Year

At the end of the first year of the grant period, repeat the instructions explained above in section 9, showing the Title V organizational structure at the end of the year. Observe how the organizational structure has evolved and changed over the first year of the grant.

Things to Think About When Completing Form 1-4:

- Has your community *clearly* defined the organizational structure of your PPB?
- Have leadership roles been clearly established? How?
- Has your community *clearly* delineated roles and responsibilities for the various organizations and groups involved in the Title V Initiative?
- Are all of the major players in your community's Title V Initiative represented in the organizational diagram?
- Does your organizational structure facilitate the achievement of your goals and objectives? If no, why not?
- Has your organizational structure changed over time? What has changed? Why?
- What are the implications of these changes on your ability to function effectively?

1-4 ORGANIZATIONAL STRUCTURE

1. Prevention Policy Board (PPB) Fiscal Agent and Sponsoring Organization

A. Unit of General Local Government: ______________________

B. Name of PPB Sponsoring Organization: ______________________

C. Type of Organization:

☐ Private Non-Profit Organization
☐ Government/Public Agency
☐ Private Business
☐ Other (Specify: ______________________)

2. PPB Leadership Structure

A. Position Title	B. Role
1)	
2)	
3)	
4)	
5)	

3. Paid Title V PPB Staff

A. Number of Full-Time Staff ________

B. Number of Part-Time Staff ________

4. PPB Standing Committees

A. Committee Name	B. Role
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

5. PPB Special Task Forces

A. Special Task Force Name	B. Role	C. Date Formed	D. Date Disbanded
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			

6. Community Agencies, Organizations and Groups Involved in the Title V Initiative

A. Agency, Organization, or Group Name	B. Role
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

7. Diagram of PPB Structure at Grant Start-Up

8. Diagram of PPB Organizational Structure at End of First Year

9. Diagram of Title V Initiative Organizational Structure at Grant Start-Up

10. Diagram of Title V Initiative Organizational Structure at End of First Year

FORM 1-5: **PREVENTION POLICY BOARD (PPB) MEMBERS ROSTER**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING THE TITLE V GRANT AWARD AND AFTER THE DEPARTURE OR ADDITION OF A PPB MEMBER**
KEY FEATURES: **ROSTER OF PPB MEMBERS**

This roster records information about the members of your community's Prevention Policy Board (PPB). Following the award of your Title V Grant, you should complete this roster to document the initial composition of the Board. Continue to update the roster as members leave and new members join the PPB.

A. **Number (No.)** On the first two pages of the PPB roster, the rows in Column A are numbered from 1 to 21 to capture information on up to 21 PPB members. Column A of the third page is blank (i.e., not numbered). If your PPB has more than 21 PPB members over the life of the Title V grant, make a copy of the third page and add consecutive numbers in Column A for each additional member as necessary.

> ☞ The Title V Guidelines specify that "*your PPB should consist of no fewer than 15 and no more than 21 members from the community, representing a balance of public agencies, private nonprofit organizations serving children, youth and families, and business and industry.*" While you should not have more than 21 members on your PPB at any given time, you may have more than 21 different members over the grant period if some of the original members leave and are replaced with new members.

B. **Name** Enter the first and last name of each PPB member.

C. **Title** Provide the member's position/title within the organization he or she represents.

D. **Organization** List the name of the agency, organization, or company the member represents.

E. **Community Sector** From the table below, identify the one community sector which best describes the member's organization and write that sector code in Column E.

Community Sector	**Code**	**Community Sector**	**Code**
Justice System/Courts (e.g., Juvenile Court, DA's Office)	JS	Media (e.g., TV or Radio Station)	MD
Law Enforcement (e.g., Police or Sheriffs Departments)	LW	Business (e.g., Private Company)	BS
Education (e.g., Pre-School, Elementary or High School)	ED	Local Government (e.g., Mayor's Office)	GV
Youth Serving Organizations (e.g., YMCA, Boys Club)	YS	Cultural/Ethnic Groups (e.g., NAACP)	CU
Child Welfare Agencies (e.g., Dept. of Children and Families)	CW	Existing Task Force (e.g., Prevention 2000)	TF
Religious Organizations (e.g., Church or Synagogue)	RL	Senior Citizens (e.g., AARP, Senior Center)	SR
Health Services (e.g., Health Department, Hospitals)	HT	Youth Members (Persons under age 21)	YM
Prevention/Treatment Providers (e.g., Mental Health Center)	PR	Parents (Parent of Youth)	PT
Civic/Volunteer Organizations (e.g., Lions Club, Junior League)	CV	Other	OT

F. **Organization (Org.) Type** In Column F, write the appropriate organization type code from the table below to indicate whether the PPB member represents a public agency, private non-profit organization, or a private for-profit business. Use the code "CTZ" if the member is a citizen of the community, not affiliated with any particular organization.

Organization Type	**Code**
Public Agency	PUB
Private Non-Profit Organization	PNP
Private For-Profit Business	BUS
Private Citizen	CTZ

G. **Start Date** Enter the date the member joined the board.

H. **Stop Date** For those members who leave the PPB, indicate the date of their departure. Not all members will have a stop date.

I. **Name of Replacement** For those members who leave the PPB, list the name of their replacement in the final column. Then, add the new member to the next available line on the roster and fill in the requested information.

1-5 PREVENTION POLICY BOARD (PPB) MEMBERS ROSTER

A. No.	B. Name	C. Title	D. Organization	E. Community Sector	F. Org. Type	G. Start Date	H. Stop Date	I. Name of Replacement
1)								
2)								
3)								
4)								
5)								
6)								
7)								
8)								
9)								
10)								
11)								

A. No.	B. Name	C. Title	D. Organization	E. Community Sector	F. Org. Type	G. Start Date	H. Stop Date	I. Name of Replacement
12)								
13)								
14)								
15)								
16)								
17)								
18)								
19)								
20)								
21)								

☛ The Title V Guidelines specify that your Prevention Policy Board should consist of no fewer than 15 and no more than 21 members from the community. While you should not have more than 21 members on your PPB at any given time, you may have more than 21 different members over the grant period if some of the original members leave and are replaced with new members. Use the table on the following page and add consecutive numbers in column A for each new member as necessary.

A. No.	B. Name	C. Title	D. Organization	E. Community Sector	F. Org. Type	G. Start Date	H. Stop Date	I. Name of Replacement

FORM 1-6: **SUMMARY TABLE OF PPB REPRESENTATION**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING THE TITLE V GRANT AWARD AND AT THE END OF EACH YEAR OF THE GRANT PERIOD**
KEY FEATURES: **TABLE OF PPB PARTICIPATION AND REPRESENTATION**

This Form will summarize information from Form 1-5 and be used to assess board stability, community representation, and organizational balance. The Form is designed to provide a "snap-shot" of the Prevention Policy Board (PPB) at four distinct points in time: grant start and at the end of each of the 3 years.

☞ Using the PPB Members Roster (Form 1-5), complete the first Column ("*Grant Start*") of the Summary PPB Table to show PPB member representation at the beginning of the Title V Initiative. At the end of each project year, complete the next Column of the table ("*Year 1 End*," "*Year 2 End*," and "*Year 3 End*"). If there have been no departures from or additions to the PPB over the year(s), there will be no differences between Summary Table columns.

A. **Total Number of Board Members on PPB** Enter the total number of participating members on the board at the beginning of the grant and then at the end of each project year. At year end, count only those members who are still on the board. Do not include board members who participated at the beginning of the year but then left the board.

B. **Number of Members Who Departed the PPB** Provide the number of members who left the board during the specified year. The number will be "0" at Grant Start.

C. **Number of New Members** Enter the number of people who joined your PPB as "new members" during the year. (At Grant Start they will all be new members.)

D. **Total Number of PPB Meetings Held** Enter the total number of meetings of the full PPB held during the year.

E. **Average Number of Members at PPB Meetings** Calculate the average number of PPB members who attended the PPB meetings reflected in Item D.

F. **Number of Members from Each Community Sector** For each community sector listed in section F, record the number of participating PPB members (refer to Column E of Form 1-5.) Write the total number for each sector in the appropriate row of Form 1-6. At the end of each grant year, include only active board members and exclude those members who departed the PPB during the year.

G. **Number of Members from Each Organization Type** For each type of organization listed in section G, record the number of PPB members (refer to Column F of Form 1-5.) Write the total number for each organization type in the appropriate row of Form 1-6. At the end of each grant year, include only active board members and exclude those members who departed the PPB during the year.

Things to Think About When Completing Forms 1-5 and 1-6:

- Does your PPB consist of 15 to 21 members, as specified in the Title V Federal Guidelines?
- Are community youth and parents involved in the PPB?
- Is there representation on the PPB by public agencies, private non-profit organizations serving youth and families, and for-profit businesses?
- Does your overall membership reflect the racial, ethnic, and cultural composition of the community's youth population?
- Are there major community sectors that are not represented on your PPB? Are there community sectors that are overly represented on your PPB?
- How many community key leaders (e.g., city council member, police chief, school superintendent, etc.) are members of the PPB?
- Over the grant period, has your PPB membership remained relatively stable or experienced high turnover?
- If turnover has been high, what do you attribute this to?
- Have departures of PPB members affected project implementation?
- How are new members recruited and selected? Does the process work?
- What steps have been taken to facilitate the transition of new members onto the PPB? What training is provided to new members?
- Should new recruitment efforts be implemented for the continuation of the project? Who should be recruited to the PPB?

1-6 SUMMARY TABLE OF PPB REPRESENTATION

	1) GRANT START	2) YEAR 1 END	3) YEAR 2 END	4) YEAR 3 END
A. Total Number of Board Members on PPB				
B. Number of Members Who Departed the PPB	0			
C. Number of New Members				
D. Total Number of PPB Meetings Held				
E. Average Number of Members at PPB Meetings				
F. Number of Members from Each Community Sector:				
Justice System/Courts (JS)				
Law Enforcement (LW)				
Education (ED)				
Youth Serving Organizations (YS)				
Child Welfare Agencies (CW)				
Religious Organizations (RL)				
Health Services (HT)				
Prevention/Treatment Providers (PR)				
Civic/Volunteer Organizations (CV)				
Media (MD)				
Business (BS)				
Local Government (GV)				
Cultural/Ethnic Groups (CU)				
Existing Prevention Task Force (TF)				
Senior Citizens (SR)				
Youth Members (YM)				
Parents (PT)				
Other (OT)				
G. Number of Members from Each Organization Type:				
Public Agencies (PUB)				
Private Non-Profit Organization (PNP)				
Private For-Profit Business (BUS)				
Private Citizen (CTZ)				

FORM 1-7: **PPB MEETINGS, ACTIONS, AND ACTIVITIES**
WHEN TO USE: **DURING EACH MEETING OF THE PPB OR ITS COMMITTEES**
KEY FEATURES: **RECORD OF PPB MEETINGS AND DECISIONS**

This Form will serve as a log of the issues discussed and decisions made at Prevention Policy Board (PPB) meetings. Planned actions will be recorded at each meeting and then the status of each action will be reviewed at the next meeting(s). Consider using Form 1-7 for recording the minutes of all PPB meetings!

✍ **Do not write on this Form**. Make additional copies of both pages of Form 1-7. You will need one copy of the Form to document *each* PPB meeting.

☞ **Sections 1 through 4 are to be completed during each PPB meeting.**
Section 5 will be completed at the following meeting(s).

1. Meeting Information

A. **Date** Provide the date of the meeting.

B. **Time** Provide the time the meeting started and the time it ended.

C. **Location** Provide the meeting site.

2. Participants

A. **Meeting Group** Indicate whether the meeting was held for the entire PPB or a committee, subcommittee, task force, or working group of the PPB. If applicable, specify the name of the sub-group.

B. **Names of Participants** Record the names of all persons attending the meeting.

3. Major Issues Discussed or Activities Conducted

Briefly summarize the principal topics discussed, activities conducted, or problems addressed during the meeting. If additional space is necessary, attach a separate sheet.

4. Key Decisions Made at Today's Meeting

A. **Action to be Taken** List the actions and activities that board members have agreed to undertake based on the issues discussed. Be specific. Try to link the actions to the issues and topics listed in section 3. Examples of possible actions: Contact the local radio station to schedule dates for upcoming media campaign; Hold a sub-committee meeting to assess the progress of a parenting education class; Collect current risk indicator data from the District Attorney's Office; Establish a task force to organize a community forum on youth violence.

B. **Who is Responsible** Name the person(s) who will be responsible for completing the action.

C. **Target Date** List the date by which the action is intended to be completed.

☞ **At your *next* meeting, complete section 5 of Form 1-7 for the previous meeting(s). This is similar to addressing "*old business*."**

5. Progress Since the Last Meeting

D. **Status Code** From the box below, choose and enter the appropriate status code to indicate whether the action was completed by the target date, was completed behind schedule, is in progress, or was never initiated. Change status codes as necessary to reflect progress. Incorporate the status of actions from previous meetings into the agenda for the current meeting.

Status	Code
Completed by target date	C
Completed behind schedule	CB
In progress, not yet complete	IP
No action taken	NA

E. **Actual Completion Date** Enter the date the action was actually completed. If no action has been taken (NA) or the activity is still in progress (IP), then leave the box blank until completion.

Things to Think About When Completing Form 1-7:

- Are PPB meetings being held on a regular basis?
- Are most PPB members attending meetings regularly and actively participating?
- In general, is the level of participation balanced among the members? (That is, are one or two people doing all the work or is the level of participation distributed fairly evenly among the members?)
- Do PPB members regularly receive meeting minutes, notices, and other communications?
- Are there appropriate rules and procedures to facilitate smooth meeting dynamics?
- Are there adequate decision-making and conflict resolution processes in place?
- Are actions and activities generally completed as planned? If not, what needs to be done?
- Are realistic schedules being set?
- Is adequate time being spent by the PPB in oversight of the Title V Initiative?

1-7 PPB MEETINGS, ACTIONS, AND ACTIVITIES

1. Meeting Information

A. Date: ___/___/___ **B. Time:** _______ to _______

C. Location: ______________________________

2. Participants

A. Meeting Group:

☐ Full PPB ☐ PPB Committee or Task Force (Specify:______________________________)

B. Names of Participants:

3. Major Issues Discussed or Activities Conducted

(Continue on an additional page if necessary)

4. Key Decisions Made At Today's Meeting (Date: ____________)			**5. Progress Since the Last Meeting**	
A. Actions to be Taken (Be Specific)	**B. Who is Responsible**	**C. Target Date**	**D. Status Code**	**E. Actual Completion Date**
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				

↕

↔ Status Codes: C = Completed by target date CB = Completed behind schedule IP = In progress, not yet complete NA = No action taken

FORM 1-8: VISION, GOALS, AND OBJECTIVES
WHEN TO USE: WITHIN ONE MONTH FOLLOWING TITLE V GRANT AWARD
KEY FEATURES: NARRATIVE OF WHERE YOU'RE GOING

This Form captures the overall vision and goals of your Title V Initiative. Clarifying the specific intentions of your grant project is critical to shaping the direction of your delinquency prevention activities. Moreover, setting measurable goals and objectives is essential to evaluating the achievements of your Initiative. Think of it this way: *If you don't know where you're going, how will you know which way to go, and how will you know when you get there?*

☞ When completing Form 1-8, refer to the prevention strategies, goals, and objectives outlined in your Title V grant application.

1. Vision for Target Community

Describe the desired future state of your target community. Think about what you would like to see, feel, and experience in the target community. Complete the thought, "*Ten years from now we would like to see this community....*" This vision statement should frame the direction you are headed with the Title V Initiative. If necessary, continue your vision statement on an additional sheet of paper.

2. Overall Prevention Goals

Now review your vision statement and the priority risk factors you identified for the target community and write your overall prevention goals for achieving the vision and addressing the risk factors. Your goals should state in general terms what the Prevention Policy Board (PPB) hopes to accomplish for this community with the Title V grant. Goals will often be expressed as the reduction of juvenile problem behaviors (e.g., to prevent juvenile delinquency or to reduce juvenile crime significantly), the reduction of risk factors (e.g., to reduce family conflict or to restrict the availability of firearms), or the enhancement of protective factors (e.g., to create clear laws and norms which prohibit the use of alcohol and drugs by youth, or to promote strong bonds between children and pro-social community members).

In stating your goals, be careful to describe the desired end and not the means to the end. That is, goals should represent the intended *results* of your Title V Initiative and not the programs or activities you will implement to achieve those results. For example, an appropriate community goal might state "to promote academic success among third to fifth graders," rather than "to implement school enrichment curriculum and tutoring projects in the elementary school."

3. Prevention Objectives (Related to the Prevention Goals)

Identify the specific operational objectives associated with the goals of your Title V Initiative. These objectives should include measurable results related to the indicators of risk in your community. State your objectives in concrete terms. Specify who or what will change, by how much, and over what period of time. The more specific your objectives are, the easier it will be to tell if your Title V Initiative has achieved them. (Attach an additional sheet if necessary.)

> ☛ Note that Form 1-8 refers to the *overall* goals and objectives for your Title V Initiative. The objectives and desired outcomes of the specific component service delivery programs and systems change projects you undertake will be addressed further in Unit 2.

Sample Goals and Objectives

Following are three examples of goals and objectives that might be associated with selected priority risk factors in a given community:

Example 1

Risk Factor:	Family Management Problems
Goal:	To reduce levels of family dysfunction and enhance the parenting skills of parents in our target community.
Objectives:	To reverse the increasing trend of reported child abuse to under 300 cases by 1999. To decrease the number of runaway children by 20% over the next 3 years. To increase the number of parents who set appropriate rules for their children's behavior (as measured by surveys of parents or youth).

Example 2

Risk Factor: Early Initiation of Problem Behavior (Substance Use)

Goals: To foster a community where use of drugs and alcohol by children is not considered acceptable behavior.

To reduce substance use among minors.

Objectives: To eliminate the use of alcohol and other drugs on school grounds by September 1997.

To reduce juvenile arrests related to alcohol and other drugs to below the state-wide average by 1999.

To reduce the number of junior high students who report having had a drink or having used drugs to less than 5% of the school population by 1999.

Example 3

Risk Factor: Lack of Commitment to School

Goal: To have a community where completing high school is valued and commitment to school is encouraged for all students.

Objectives: To raise the average daily attendance rate to over 95% within the next three years.

To increase high school completion rates to at or above national averages by 1998.

To increase by 25% the attendance of parents at school parents/teachers association meetings by 1997.

To significantly improve most students' attitudes about their school over the next three years (as measured by student surveys).

Things to Think About When Completing Form 1-8:

- Are your goals clear and succinct?
- Are your objectives quantifiable and measurable?
- Are your goals and objectives based on your community's risk assessment?
- Are your goals and objectives and the timetable established to reach them realistic?
- Are your Title V programs and projects "in sync" with your goals and objectives?

1-8 VISION, GOALS, AND OBJECTIVES

1. Vision for Target Community

"Ten years from now we would like to see this community...."

2. Overall Prevention Goals

1) ______

______

______

2) ______

______

______

3) ______

______

______

3. Prevention Objectives (Related to the Prevention Goals)

1) ______

______

2) ______

______

3) ______

______

4) ______

______

5) ______

______

6) ______

______

7) ______

______

8) ______

______

(Continue on an additional page if necessary)

FORM 1-9: **RISK FACTORS AND PROGRAM PLAN**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING THE TITLE V GRANT AWARD**
KEY FEATURES: **OUTLINE OF HOW TO ADDRESS RISK FACTORS**

This Form will outline your community's prevention plan of promising approaches to address priority risk factors in your community.

> ☞ Refer to the section of your Title V grant application that explains your strategy for obtaining and coordinating identified resources to address your community's priority risk factors.

A. **Priority Risk Factors** List the priority risk factors that were identified in your community's initial risk assessment. Each box should contain only one risk factor.

B. **Programs or Projects that Address the Risk Factor** For each of the priority risk factors, list the names of the service delivery programs or systems change projects that are to be implemented, expanded, or enhanced as part of your Title V Initiative. These programs or projects may include, but are not limited to:

- Early childhood education programs.
- Parent training and family support programs.
- School-based programs.
- Classroom management and instructional strategies.
- Community interventions.
- Lobbying efforts.
- Media mobilization.
- Recreation services.
- Tutoring programs.
- Health and mental health services.
- Substance abuse prevention services.
- Youth leadership development activities.

Note that the same program or project may be listed several times if it addresses more than one priority risk factor.

Sample Table: Form 1-9 Risk Factors and Program Plan

In their Title V Grant Application, the community of Metropolis identified three priority risk factors and eight programs/projects to address their priority risk factors. (Note that one of the programs—Metropolis Community College Family Life Program— addresses two risk factors and is listed twice.)

A. Priority Risk Factors	B. Programs or Projects that Address the Risk Factor
1) Family History of the High Risk Behavior	a. Metropolis Medical Center's Healthy Pregnancy Program For Addicted Mothers b. Metropolis Community College Family Life Program
2) Availability of Drugs	a. East Metropolis "Neighborhood Drug Watch" b. City Council review of local zoning ordinance for bars c. Stricter enforcement by local bars of "carding" of minors
3) Favorable Attitudes Toward Drugs	a. WROCK Radio Station Ad Campaign b. Metropolis TV Public Service Announcement c. Metro Elementary School Drug Information Curriculum d. Metropolis Community College Family Life Program

Things to Think About When Completing Form 1-9:

- In which domains — community, family, school, or individual/peer — do your priority risk factors fall?
- Does your program plan include effective strategies to address *each* of your community's priority risk factors?
- Does your prevention plan address multiple risks with multiple strategies?

1-9 RISK FACTORS AND PROGRAM PLAN

A. Priority Risk Factors	**B. Programs or Projects that Address the Risk Factor**
1)	a. b. c. d. e.
2)	a. b. c. d. e.
3)	a. b. c. d. e.
4)	a. b. c. d. e.
5)	a. b. c. d. e.

FORM 1-10: **TITLE V BUDGET SUMMARY**
WHEN TO USE: **WITHIN ONE MONTH FOLLOWING THE TITLE V GRANT AWARD AND AT THE END OF THE PERIOD OF PERFORMANCE**
KEY FEATURES: **TABLE OF BUDGETED AND ACTUAL EXPENDITURES**

This Form will summarize the major expenditure categories of your Title V budget and compare budgeted to actual expenses.

> ☞ Section 1 of Form 1-10 is to be completed directly after receiving the grant award. Refer to the budget statement in your Title V grant application to outline your community's planned expenditures of grant funds and matching resources. Sections 2 and 3 are to be completed at the *end* of the grant funding period.

1. Budgeted Expense (*What You Planned to Spend*)

A. **Expenditure Category** Using your grant application, list up to 10 *major* budget categories for your Title V grant funds and matching resources. Summary expenditure categories might include personnel, training, materials and supplies, equipment, facility costs, advertising and promotion, special events, travel, consultants, or other.

B. **Budget Amount ($)** For each expenditure category listed, enter the dollar amount budgeted in your original grant application for the project's full period of performance. Be sure to calculate the total amount at the bottom of Column B. This total amount should approximate the sum of the values entered for *Total Award Amount* (Item 2G on Form 1-1) and *Total Matching Resources* (Item 3C on Form 1-1).

C. **Budgeted Percent (%)** For each expenditure category, calculate its percentage of the *total* budgeted amount. Together, all of the percentages entered in Column C should sum to 100 (see sample budget below).

2. Actual Expense (*What Really Was Spent*)

D. **Actual Amount ($)** Enter the actual dollar amount your community spent on each expenditure category over the full Title V grant period. At the bottom of the column, calculate and enter your total Title V expenditure.

E. **Actual Percent (%)** For each expenditure category, calculate its percentage of the *total* actual expenditure.

3. Budget Notes and Differences Between Budgeted and Actual Expenses

Briefly note any special circumstances surrounding budgeted or actual expenditures. Describe any significant differences between the budgeted and actual expenditures and explain, where possible, the reasons for noted variances.

Sample Table: Form 1-10 Title V Budget Summary

1. Budgeted Expenses ***(What You Planned to Spend)***			**2. Actual Expenses** ***(What Really Was Spent)***	
A. Expenditure Category	**B. Budgeted Amount**	**C. Budgeted Percent**	**D. Actual Amount**	**E. Actual Percent**
1) Personnel (Salaries and Benefits)	$60,200	56 %	* $55,200	45 %
2) Materials and Supplies	$4,300	4 %	$4,400	4 %
3) Equipment	$12,600	12 %	$12,500	10 %
4) Travel	$2,500	2 %	$2,500	2 %
5) Contracts	$20,400	19 %	** $35,400	29 %
6) Other	$8,000	7 %	$8,000	6 %
7) Advertising/Promotion	$0	0 %	*** $5,000	4 %
TOTAL	$108,000	100 %	$123,000	100 %

3. Budget Notes and Differences Between Budgeted and Actual Expenditures

* Item # 1: Due to low levels of program participation, one less peer group mediator was hired than planned.

** Item # 5: During the grant period, a small grant of $15,000 was obtained from the ABC Foundation to support
a contract for extra counseling sessions for participating families in our Title V Family Program.

*** Item #7: We did not originally intend to hold an ad campaign, but after a series of incidents in the community,
the PPB decided to spend $5,000 to buy air time on two local radio stations.

1-10 TITLE V BUDGET SUMMARY

1. Budgeted Expenses ***(What You Planned to Spend)***			**2. Actual Expenses** ***(What Really Was Spent)***	
A. Expenditure Category	**B. Budgeted Amount**	**C. Budgeted Percent**	**D. Actual Amount**	**E. Actual Percent**
1)	$	%	$	%
2)	$	%	$	%
3)	$	%	$	%
4)	$	%	$	%
5)	$	%	$	%
6)	$	%	$	%
7)	$	%	$	%
8)	$	%	$	%
9)	$	%	$	%
10)	$	%	$	%
TOTAL	$	100 %	$	100 %

3. Budget Notes and Differences Between Budgeted and Actual Expenses

(Continue on an additional page if necessary)

FORM 1-11: **PROCESS REFLECTIONS**
WHEN TO USE: **AT THE END OF EACH YEAR OF THE TITLE V GRANT PERIOD**
KEY FEATURES: **PROCESS ASSESSMENT**

At the end of each year of the grant period, use Form 1-11 to assess your progress, barriers encountered, and changes planned as they relate to the planning, decision-making, and implementation processes of your Title V Initiative.

> ☞ Before addressing the five "reflection questions" on this Form, you may want to review the questions posed in the "*Things to Think About*" boxes for other Forms in Unit 1. You also may choose to conduct surveys, telephone or in-person interviews, or focus groups of PPB members to collect information on their responses to these questions.

1. **To what extent did you achieve what you had hoped to accomplish with your Title V Initiative this year? (What did you *plan* to do that you didn't? What did you do that you didn't originally plan to do?)**

   Describe how close you are to reaching your goals and objectives for your Title V Initiative this year. Explain how your actions and accomplishments differed from your plans. Highlight the factors that enabled or inhibited the success of your efforts.

2. **What positive progress has your Prevention Policy Board made over the past year?**

   Describe the positive strides and achievements of the PPB. In particular, refer to progress made in the areas of leadership, internal board dynamics, risk-focused planning, and strategic implementation of the Title V Initiative. Also describe how Title V has enabled you to leverage, or tap into, other (non-Title V) monies to support prevention in your community. Be specific!

3. **What barriers or obstacles hindered your progress ?**

   Describe any major barriers or obstacles which the PPB has encountered in implementing the Title V Initiative. These may include turf battles, undefined organizational structure, lack of leadership, ambiguous goals, conflicting community attitudes, recruitment difficulties, high PPB member turnover, unbalanced representation of the community on the PPB, inadequate conflict resolution processes, fragmentation of efforts, etc. Be specific—and honest! Identifying these problems now will help you resolve them in the future.

4. What major changes have occurred over the past year in the program planning, decision-making, and implementation processes of your Title V Initiative? Why?

Describe any significant changes—intentional or unintentional—that have occurred in the planning, decision-making, or implementation processes of your Title V Initiative. These changes may involve your organizational structure, policies, goals and objectives, PPB representation and functioning, resource availability and expenditures, or other factors. Where possible, explain *why* the noted changes were made.

5. What changes in program planning, decision-making and implementation processes could improve the effectiveness of your Title V Initiative going forward?

Given the "lessons learned" from your implementation efforts to date, describe what changes in program planning, decision-making, and implementation processes you plan to enact for going forward. Focus on ways to improve the *long-term* success of your Title V Initiative and community prevention activities.

☞ Attach additional sheets if necessary.

1-11 PROCESS REFLECTIONS

1. To what extent did you achieve what you had hoped to accomplish with your Title V Initiative this year? (What did you *plan* to do that you didn't? What did you do that you didn't originally plan to do?)

2. What positive progress has your Prevention Policy Board made over the past year?

3. What barriers or obstacles hindered your progress?

4. **What major changes have occurred over the past year in the program planning, decision-making and implementation processes of your Title V Initiative? Why?**

5. **What changes in program planning, decision-making, and implementation processes could improve the effectiveness of your Title V Initiative going forward?**

(Continue on an additional page if necessary)

TITLE V DELINQUENCY PREVENTION PROGRAM
COMMUNITY SELF-EVALUATION WORKBOOK

UNIT 2

PROGRAMS AND PROJECTS

Monitoring programs, projects and activities

- What did we do?
- With whom?
  When? Where?
- What did we accomplish?

UNIT 2 PROGRAMS AND PROJECTS

Unit 2 of the *Community Self-Evaluation Workbook* focuses on the various service delivery programs and systems change projects that you implement in your community as part of the overall Title V Initiative. It is designed to look at each program and project separately and assess each one in terms of its own objectives.

Programs and Projects

Before proceeding further, it is important to clarify two key terms as they are used in this Unit: service delivery program (program) and systems change project (project).

- A **service delivery program** is a component of the overall Title V Initiative that is designed to provide services directly to clients or participants in the community. Examples of "service delivery programs" would include parent training programs, counseling for youth, mentoring programs for teens, tutoring programs for students, home visitor services for new parents, school-based recreational services, etc. In service delivery programs, individual youth or families will have direct contact with a service provider and receive individual benefit from participating in the program.

- A **systems change project** is a component of the overall Title V Initiative that has broader community-level implications. Projects are designed to bring about system-level change rather than changes in individuals. Examples of Title V "systems change projects" would include community organizing, media campaigns, lobbying efforts, information dissemination, community policing, school development strategies, etc. Systems change projects may be a one-time event (e.g., obtaining signatures for a petition) or a series of events (e.g., an ongoing lobbying effort to change a local ordinance) designed to achieve one of your Title V prevention goals.

In your Title V Prevention Plan, your Prevention Policy Board (PPB) may have decided to focus solely on one or the other, or some combination of service delivery programs and systems change projects. These are the things you entered on Form 1-9, Risk Factors and Program Plan, when you listed the various programs and projects in your Title V Delinquency Prevention Plan to address the priority risk factors in your community.

The Metropolis example, provided in Unit 1 with Form 1-9, is presented below with service delivery programs and systems change projects identified appropriately. In their Title V grant application, Metropolis selected two service delivery programs and six systems change projects to address the three priority risk factors in their community. (Note that one program, the Metropolis Community College Family Life Program, addresses two risk factors.)

Sample Table: Service Delivery Program/Systems Change Project Distinction

A. Priority Risk Factors	B. Programs or Projects that Address the Risk Factor	Service Delivery Program/ Systems Change Project
1) Family History of the High Risk Behavior	a. Metropolis Medical Center's Healthy Pregnancy Program For Addicted Mothers b. Metropolis Community College Family Life Program	a. Service Delivery Program b. Service Delivery Program
2) Availability of Drugs	a. East Metropolis "Neighborhood Drug Watch" b. City Council review of local zoning ordinance for bars c. Stricter enforcement by local bars of "carding" of minors	a. Systems Change Project b. Systems Change Project c. Systems Change Project
3) Favorable Attitudes Toward Drugs	a. WROCK Radio Station Ad Campaign b. Metropolis TV Public Service Announcement c. Metro Elementary School Drug Information Curriculum d. Metropolis Community College Family Life Program	a. Systems Change Project b. Systems Change Project c. Systems Change Project d. Service Delivery Program

While service delivery programs and systems change projects both have the ultimate goal of reducing delinquency and improving the overall quality of life in the community, their focus and processes are different, and so to capture them accurately in the evaluation, the Forms they require also are somewhat different. Unit 2, therefore, has *two sets* of Forms, listed in the box on the following page. One set, labeled A, is to be used for the *service delivery programs* you implement as part of your Title V Initiative, and the other, labeled B, for *systems change projects*.

For *each* service delivery program and systems change project you listed on Form 1-9 (as well as any others you may decide to undertake in the future), you will fill out a complete set of the four Forms—either service delivery program or systems change project—in this Unit. In the Metropolis example, they would complete two sets of Unit 2 A Forms for service delivery programs and six sets of Unit 2 B Forms for systems change projects. (Note that while the Metropolis Community College Family Life Program is listed twice in the table because it addresses two risk factors, it would require only one set of program forms.)

If you're not sure whether the particular Title V activity you're planning to implement is a service delivery program or a systems change project, and therefore which set of Forms to use, start with *service delivery program* Form 2-1A Service Delivery Program Description. Think about the specific individuals or group of individuals who would receive program services directly, and how many hours of the program service they would receive. If you can't easily answer these questions, it's probably a *systems change project*, and you should use Forms 2-1B to 2-4B.

UNIT 2 FORMS[*]

	Service Delivery Programs
2-1A	Service Delivery Program Description
2-2A	Service Delivery Program Implementation Log
2-3A	Service Delivery Program Process Assessment
2-4A	Service Delivery Program Outcome Assessment
	Systems Change Projects
2-1B	Systems Change Project Description
2-2B	Systems Change Project Implementation Log
2-3B	Systems Change Project Process Assessment
2-4B	Systems Change Project Outcome Assessment

Who Should Complete the Forms in Unit 2?

Someone who is very familiar with the respective Title V program(s) or project(s) should complete the Forms in Unit 2. In most cases, no *one* person will have to complete all of these Forms for every service delivery program or systems change project you implement. Each set, as appropriate, should be completed by someone who knows the program or project well and can provide detailed, accurate information about it.

Because different communities across the country will undertake many different types of activities to help address their specific juvenile problems and risk factors, there may be some items on these Forms that don't apply to your specific Title V programs or projects. Try to provide as much information as possible about them, but if something doesn't seem to apply, write "NA" for Not Applicable.

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[*] Many of the Forms in Unit 2 are adapted from worksheets found in Linney, J.A. & Wandersman, A. (1991). *Prevention Plus III: Assessing Alcohol and Other Drug Prevention Programs at the School and Community Level*. U.S. Department of Health and Human Services, Office for Substance Abuse Prevention.

A Final Word About the Purpose and Forms of Unit 2...

The Forms in Unit 2 are designed to help you capture very important information about the *implementation* of your Title V Initiative: what you did, how you did it, and how much of it you did. They also provide you with a framework to help think about the objectives and outcomes of your various programs and projects: how you define success and how you will know if you've achieved it. The Forms in this Unit, however, do not provide the tools you need to conduct formal *outcome evaluations* of *each* of your various Title V activities. Outcome evaluations are concerned with measuring the immediate effects of programs on those who receive the service. Outcome evaluations must be closely linked to program objectives, and these will, of course, vary greatly depending on the types of service delivery programs (or systems change projects) that you decide to offer. For example, if one of your programs is parenting effectiveness training and another is mentoring at-risk youth, these two programs will have different objectives and different outcome measures. *While you may choose to conduct more in-depth and sophisticated outcome evaluations of some or all of your individual Title V service delivery programs or systems change projects, such evaluations will require more detailed consideration of the appropriate evaluation design and measurement tools to be used—beyond what is included in these Unit 2 Forms.* On the following page is a list of several additional resources that you may find useful in designing more program-specific outcome evaluations.

Unit 2 Reminders

☞ Do not write on the original Forms in this Unit. Make one copy of the appropriate set of Forms for *each* service delivery program and *each* systems change project that is part of your overall Title V Initiative (see Form 1-9).

☞ Delegate responsibility for completing each set of Forms to someone who is familiar with the service delivery program or systems change project and can complete them accurately and objectively.

☞ Include as much information as you can. If some questions or sections do not seem to apply to a given service delivery program or systems change project, write "NA" for Not Applicable.

Program/Project Evaluation Resources

✓ Community Research Associates, Inc.. (1989) *Evaluating Juvenile Justice Programs: A Design Monograph for State Planners.* **CRA's Monograph for State Planners** is an evaluation planning guide for juvenile justice systems. Contact: Community Research Associates, 41E University, Suite 3A, Champaign, IL 61820; 217-398-3120.

✓ Developmental Research and Programs, Inc. (1995) *Communities That Care (CTC) Youth Survey.* **CTC's Youth Survey** is a validated instrument that measures risk and protective factors among sixth through twelfth-grade students. For more information about this survey, as well as other CTC community prevention program implementation and evaluation resources, contact: Developmental Research and Programs, Inc. (DRP), 130 Nickerson, Suite 107, Seattle, WA 98109; 1-800-736-2630.

✓ Gottfredson, D., Fink, C., Harmon, M., Lopes, J. & Gottfredson, G. (1993) *Compendium of Instruments to Measure Drug Use and Risk Factors for Drug Use.* Institute of Criminal Justice and Criminology, University of Maryland. **Compendium of Instruments to Measure Drug Use and Risk Factors for Drug Involvement** describes and assesses a variety of validated instruments that could be used in evaluations of drug use prevention programs. Contact: Institute of Criminal Justice and Criminology, University of Maryland; 301-405-4699.

✓ Hawkins, D. & Nederhood, B. (1987) *Handbook for Evaluating Drug and Alcohol Prevention Programs. Staff/Team Evaluation of Prevention Programs (STEPP).* U.S. Department of Health and Human Services, Office for Substance Abuse Prevention. The **STEPP Handbook** provides instruments and activities for determining program effectiveness, as well as documenting and monitoring the provision of services. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.

✓ Kumpfer, K., Shur, G., Ross, J., Bunnell, K., Librett, J. & Millward, A. (1993) *Measurements in Prevention: A Manual on Selecting and Using Instruments To Evaluate Prevention Programs.* U.S. Department of Health and Human Services, Center for Substance Abuse Prevention. **Measurements in Prevention** is a large of compendium aimed at helping readers select appropriate instruments to evaluate substance abuse and other prevention programs. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.

✓ Linney, J.A. & Wandersman, A. (1991) *Prevention Plus III: Assessing Alcohol and Other Drug Prevention Programs at the School and Community Level.* U.S. Department of Health and Human Services, Office for Substance Abuse Prevention. **Prevention Plus III** presents tools and techniques for a four step program assessment process and also includes survey instruments that can be used to measure program outcomes and impacts. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.

✓ Muraskin, L. (1993) *Understanding Evaluation: The Way to Better Prevention Programs.* Prepared by Westat, Inc. for the U.S. Department of Education (1993). **Understanding Evaluation** describes the why and how of program evaluation. Contact: National Clearinghouse for Alcohol and Drug Information (NCADI), P.O. Box 2345, Rockville, MD 20847-2345; 1-800-729-6686.

✓ The National Crime Prevention Council. (1986) *What, Me Evaluate? A Basic Evaluation Guide for Citizen Crime Prevention Programs.* **What, Me Evaluate?** outlines in easy-to-understand language the steps to conducting basic evaluations of crime prevention programs. Contact: National Crime Prevention Council, 723 15th Street, NW, Suite 540, Washington, D.C. 20005; 202-393-7141.

✓ Sage Publications. (1987) *Program Evaluation Kit, Second Edition.* The **Sage Publications Program Evaluation Kit** contains nine volumes of practical, field-tested, step-by-step guides that can aid practitioners in planning and conducting evaluations. Contact: Sage Publications, Inc., P.O. Box 508, Thousand Oaks, CA, 91359-9924; 805- 499-9774.

FORM 2-1A: **SERVICE DELIVERY PROGRAM DESCRIPTION**
WHEN TO USE: **UPON INITIATING A TITLE V SERVICE DELIVERY PROGRAM**
KEY FEATURES: **CHARACTERISTICS OF THE PROGRAM**

This Form provides a general description of a community service delivery program. It answers several fundamental process evaluation questions, including: what? why? where? when? who? for whom? and if successful, what happens?

BEFORE YOU BEGIN:

✍ **Do not write on the original Form.** Make additional copies of the three pages of Form 2-1A. You will need one full set for *each service delivery program* that is part of your Title V Initiative.

☞ Remember to use Form 2-1A for Title V *service delivery programs* and Form 2-1B for Title V *systems change projects*. Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

1. **Program Overview (*What?*)**

   A. **Program Name** Fill in the name or title of the service delivery program.

   B. **Lead Organization(s)** Write the name of the organization(s) or agencies with primary responsibility for implementing the program. For example, if the school board and the NAACP are cooperating to run a Title V mentoring program to keep kids in school, write the names of both organizations.

   C. **Planned Program Period** Write the beginning and ending dates of the program cycle that the Prevention Policy Board has selected for this program to be part of the Title V Initiative. If the program period is on-going or does not have a scheduled end date, write "indefinite" next to the date space. Use item "E," Brief Program Description, to add any additional information related to the program period (e.g., the program is a continuation or extension of a pre-existing community program).

   D. **Amount of Direct Funding for This Program From Title V** Enter the total dollar amount of funding (or the dollar value of in-kind resources) received by this program through Title V (including both grant and matching funds).

E. **Brief Program Description** Write a brief description of the program, summarizing its purpose and process. Describe the program as if you were explaining it to an outside reader. To provide additional background information on your program, you may attach relevant program brochures or fact sheets as part of the *Workbook* appendix.

Sample: Form 2-1A Brief Program Description

The Apple Program for Toddlers is a full-day early childhood education program operated under the auspices of the county office for family and children services. The Apple Program is dedicated to supporting the developmental, cognitive, and emotional development of at-risk two year olds. The Program pays particular attention to the development of language skills. The center-based program is an extension of the Apple Pre-School Program, which has served over 200 three and four year olds in the community since 1990.

2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this program? What do you hope to accomplish? What protective/resiliency factors will be enhanced by this program? Describe the specific objectives and desired outcomes of the program. To complete this section, finish this set of statements: "*After completing this program or being involved in it, participants will..., should know how to..., be able to..., or understand...*" Desired outcomes will include the changes in knowledge, attitudes, skills, behaviors, expectations or emotional status that the program or activity is designed to bring about in individuals, families, or community groups. Achieving these desired outcomes should support the achievement of the overall Title V goals and objectives established by your community's PPB and recorded on Form 1-8. Examples of desired outcomes of a Title V service delivery program might include:

- Enhanced parents' understanding of effective parent/child communication strategies.
- Increased children's knowledge of the effects and danger of alcohol.
- Enhanced bonding of students to teachers.
- Decreased specific behavioral problems in pre-school children.
- Increased participation of teens in after-school recreation programs.
- Improved clients' job skills and employment prospects.
- Increased teachers' use of pro-active classroom management strategies.

As illustrated in these examples, desired outcomes should be attainable, measurable, and within the control of the program itself.

3. Operations (*Where? When?*)

A. **Program Site/Setting** Write the primary location of the program (e.g., school, church, summer camp, program center).

B. **Hours of Operation** Indicate the days of the week and hours of the day that the program typically operates. For some service delivery programs, the hours of operation will be very well defined, e.g., "Monday through Thursday from 9 am to 6 pm and Saturdays from 11 am to 3 pm." For other programs, however, hours of operation will be less specific. For example, a tutoring program may operate "after-school and weekends as worked out between individual tutors and students."

4. Program Staff (*Who?*)

A. **General Description of Program Staff** Provide a brief description of program staff. List the positions and/or relevant background of staff members (names are not necessary). For example, staff of a home visiting program for new parents might include: a program administrator who has responsibility for program management and general oversight, three social workers who conduct the home visits, a registered nurse who provides health care consultation, a secretary/receptionist who provides support and administrative services, and several unpaid high-school interns who accompany staff on home visits.

B. **Number of Program Staff** Write the number of staff who contribute to the program in each of the following areas: managers, service providers, administrative/clerical staff, volunteers, and others. Distinguish full-time and part-time staff by marking them in the appropriate columns provided. *Full-time staff* work 35 or more hours per week; *Part-time staff* work less than 35 hours per week. In the home visiting program described above in Item 4A, the program staff includes: 1 full-time manager (the program administrator), 3 full-time service providers (the social workers), 1 part-time service provider (the registered nurse), 1 part-time clerical staff (the secretary/receptionist) and 6 part-time volunteers (the high-school students).

C. **Special Training Needed By Staff to Provide Services** In the columns provided, list the type(s) of training needed by staff to properly provide services in your program, the position of staff needing this training, and the dates this training was (or will be) provided. Examples of special training include: Child Development Associate (CDA) training for early childhood teachers; conflict resolution training for peer mediators; "Issues in Substance Abuse" training for service providers.

5. Specific Program Services and Activities (*What Goes On?*)

A. **Services and Activities** Describe the specific services provided and activities conducted by program staff. A mentoring program sponsored by a local business/school partnership might list here: weekly one-on-one tutoring services, monthly group recreational activities, and quarterly student visits to observe the workplace. A parent training program might specify: weekly parenting classes, mothers' support groups, individual and family counseling, monthly home visits, and as-needed information and referral services.

B. **Materials and Curriculum** Name any specific program materials, curriculum, or models used by the program. For example, *Keys to Caregiving Videotape Series*, *Parents as Teachers Curriculum*, and *STAR Model.*

6. Population Served (*For Whom?*)

A. **Program Participants and Service Recipients (Target Population)** Describe the population(s) intended to participate in program activities or receive program services. Selected populations might be characterized by their: location (such as children from a school district, citizens within a police precinct, or residents in a public housing development), status (e.g., abused children, high-school dropouts, teen moms, families living in poverty), race, gender or other shared attributes.

B. **Age Range of Target Population(s)** If applicable, indicate the age range of the target population(s).

C. **Eligibility Requirements (e.g., income level, academic standing, legal status, other)** Can anyone participate in your program or are there guidelines or selection criteria that determine eligibility? Describe any income level requirements, academic standings, legal status qualifications, or other eligibility requirements for your program. Examples of eligibility requirements for target populations might include:

- Earning annual household incomes of less than $10,000.
- Being behind grade level for one's age group.
- Maintaining prior arrests.
- Living in a foster home.
- Completing a prerequisite program.

If there are no eligibility requirements for your program, leave this section blank.

D. **Anticipated Number to be Served** Enter the total projected number of program participants or service recipients.

7. Measures of Program Success (*If Successful, What Happens?*)

Describe how you will know that your service delivery program is successful and list specific measures or indicators of success. For each of the program objectives and desired outcomes listed in Item 2 above, identify *potential* evidence that will show that the outcome was accomplished. These measures or indicators may be collected from a variety of sources including existing records or databases (e.g., school attendance records or police files), participant surveys, or direct observations.

For example, measures of program success for a parenting training program might include:

- 80% of enrolled parents complete all the training sessions.
- 90% of participating parents receive satisfactory ratings by the program leader for their in-class role plays of parent/child interaction.
- A majority of parents score 70% or better on the parenting skills test administered at the end of the program.
- Most parents report improvement in their levels of parenting satisfaction and sense of competence.
- 50% or more children of participating parents show marked improvement on selected child development and behavior indices.

Be as specific as possible in listing your measures of program success.

8. Other Program Notes or Special Circumstances (*But...*)

Note any other special circumstances or pre-existing conditions that may affect the service delivery program and its potential for success. Describe any elements not included on this Form that are important for understanding the program and putting the desired outcomes and measures of success into perspective.

2-1A SERVICE DELIVERY PROGRAM DESCRIPTION

1. Program Overview (*What?*)

A. Program Name: ______________________________

B. Lead Organization(s): ______________________________

C. Planned Program Period: From ___/___/___ To ___/___/___

D. Amount of Direct Funding for This Program From Title V: $______________

E. Brief Program Description:

2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this program? What do you hope to accomplish? What protective/resiliency factors will be enhanced?

"After completing this program or being involved in it, participants will..., should know how to..., be able to..., or understand..."

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

3. Operations ***(Where? When?)***

A. Program Site/Setting: ____________________

B. Hours of Operation: ____________________

4. Program Staff ***(Who?)***

A. General Description of Program Staff: ____________________

B. Number of Program Staff:

Staff	# Full-Time	# Part-Time
Managers	____	____
Service Providers	____	____
Administrative/Clerical Staff	____	____
Volunteers	____	____
Others	____	____

C. Special Training Needed by Program Staff to Provide Services:

Type of Training	Staff to be Trained	Dates Provided
____	____	____
____	____	____
____	____	____

5. Specific Program Services and Activities ***(What Goes On?)***

A. Services and Activities: ____________________

B. Materials and Curriculum: ____________________

6. Population Served ***(For Whom?)***

A. Program Participants and Service Recipients (Target Population): ______

B. Age Range of Target Population(s): ______

C. Eligibility Requirements (e.g., income level, academic standing, legal status, other): ______

D. Anticipated Number to Be Served: ______

7. Measures of Program Success ***(If Successful, What Happens?)***

How Will You Know If This Program Was Effective? What are Your Measures or Indicators of Success?

1) ______

2) ______

3) ______

4) ______

5) ______

8. Other Program Notes or Special Circumstances (*But...*)

FORM 2-1B: **SYSTEMS CHANGE PROJECT DESCRIPTION**
WHEN TO USE: **UPON INITIATING A TITLE V SYSTEMS CHANGE PROJECT**
KEY FEATURES: **CHARACTERISTICS OF THE PROJECT**

This Form provides a general description of a systems change project. It answers several fundamental process evaluation questions, including: what? why? where? when? who? for whom? and if successful, what happens?

BEFORE YOU BEGIN:

- ✍ **Do not write on the original Form.** Make additional copies of the three pages of Form 2-1B. You will need one full set for *each systems change project* that is part of your Title V Initiative.

- ☞ Remember to use Form 2-1B for Title V *systems change projects* and Form 2-1A for Title V *service delivery programs*. Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

- ☞ Title V projects will vary greatly in nature and characteristics. As such, not every systems change project will be able to answer every question on this Form. Write "NA" for those questions that are not applicable.

1. Project Overview (*What?*)

A. **Project Name** Fill in the name or title of the systems change project.

B. **Lead Organization(s)** Write the name of the organization(s) or agencies with primary responsibility for implementing the project.

C. **Planned Project Period** Write the beginning and ending dates of the project cycle that the Prevention Policy Board has selected for this project to be part of the Title V Initiative. If the project period is on-going or does not have a scheduled end date, write "indefinite" next to the date space. Use item "E," Brief Project Description, to add any additional information related to the project period (e.g., the project is an extension of a pre-existing project).

D. **Amount of Direct Funding for This Project From Title V** Enter the total dollar amount of funding (or the dollar value of in-kind resources) received by this project through Title V (including both grant and matching funds).

E. **Brief Project Description** Write a brief description of the project, summarizing its purpose and process. Describe the project as if you were explaining it to an outside reader. To provide additional background information on your project, you may attach relevant project brochures or fact sheets as part of the *Workbook* appendix.

Sample: Form 2-1B Brief Project Description

The "Parents as Partners Campaign" is a new initiative of the Calvert County School System aimed at increasing parent involvement in their children's education. During the month of September, parents will be encouraged to join the PTA of their child's school through public service announcements on the local radio station, notices posted throughout the community, and flyers sent home with each student. A special open-school night event will be held to bring parents, teachers, and administrators together to discuss ways in which parents can play an active and meaningful role in the planning and implementation of school policies.

2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this systems change project? What do you hope to accomplish? What protective/resiliency factors will be enhanced? Describe the objectives and desired outcomes of the systems change project. To complete this section, finish this set of statements: "*After completing this systems change project, community members will..., should know how to..., be able to..., or understand...*" Desired outcomes will include the changes that the systems change project or activity is designed to bring about in the broader community or community systems. These changes should support the overall Title V goals and objectives established by your community's PPB. Examples of desired outcomes for systems change projects might include:

- Reclaimed and cleaned-up a neighborhood park, which had become a popular spot for drug activity.
- Enacted new school policies with clear consequences for carrying firearms.
- Increased community awareness of the problems of drug abuse and the availability of community service delivery programs through the use of media campaigns.
- Increased student resistance to gang involvement.
- Eliminated billboards advertising cigarettes and alcohol within a five mile radius of the town's schools.
- Limited the sale of alcohol to minors by community bars.

Desired outcomes for most systems change projects will be related to group and system-level changes rather than changes in particular individuals.

3. Operations (*Where? When?*)

A. **Project Site/Setting** Write the primary setting of the systems change project (e.g., neighborhood, school, police precinct, entire community).

B. **Schedule (if applicable)** Where appropriate, note the days and hours that the project will be in operation. For example, a public service announcement might run every night between 10 p.m. and 11 p.m. or a neighborhood mobilization meeting might be convened for 3 hours on a particular afternoon. Write "NA" if there are no specific operating hours for your project.

4. Project Staff (*Who?*)

General Description of Project Staff or Organizers Provide a brief description of project staff or principal organizers. List the positions and or relevant background of staff members (names are not necessary). For example, in the "Parents as Partners Campaign" project described above, a school principal may provide broad oversight for the project, four teachers may be charged with the development and distribution of publicity notices and flyers, and two parent organizers may lead on-going mobilization and monitoring efforts.

5. Specific Project Events and Activities (*What Goes On?*)

Describe the specific events and activities to be implemented as part of this project. These might include, for example: policy reviews, curriculum development, recruitment drives, community meetings, alcohol-free graduation celebrations, public service announcements, school assemblies, dissemination of bumper stickers, special performances, etc.

6. Target Audience(s), Community Population(s), or System(s) Served (*For Whom?*)

Describe the target audience(s), population(s) or system(s) expected to be affected by project services. These may be defined groups (such as residents who live in a particular housing development or schools within a particular school system) or the broader community.

7. Measures of Project Success (*If Successful, What Happens?*)

Describe how you will know that the project is successful and list specific measures or indicators of success. For each of the desired outcomes listed in Item 2 above, identify *potential* evidence that will show that the outcome was accomplished. For a prevention media campaign, for example, measures of project success might include:

- Count of PSA presentations from a TV station log.
- Count of print advertisements in community newspapers.
- Count of cars with bumper stickers along a busy intersection.
- Survey of resident attitudes about alcohol and drug use and dangers.
- Survey of resident knowledge of community alcohol and drug prevention and intervention programs.
- Reported use of alcohol and drugs among community youth.

Measures of project success should be tailored to meet the goals and characteristics of the project. Be as specific as possible when answering the question, "How will we know if this systems change project has been successful?"

8. Other Project Notes or Special Circumstances (*But...*)

Note any other circumstances or pre-existing conditions that may affect the systems change project and its potential for success. Describe any elements not included on this Form that are important for understanding the project and putting the desired outcomes and measures of success into perspective.

2-1B SYSTEMS CHANGE PROJECT DESCRIPTION

1. Project Overview (*What?*)

A. Project Name: ____________________

B. Lead Organization: ____________________

C. Planned Project Period: From ___/___/___ To ___/___/___

D. Amount of Direct Funding for This Project From Title V: $____________

E. Brief Project Description:

2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this Project? What do you hope to accomplish? What protective/resiliency factors will be enhanced?

"*After completing this Project, community members will..., should know how to..., be able to..., or understand...*"

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

3. Operations ***(Where? When?)***

A. Project Site/Setting: ____________________
B. Schedule (if applicable): ____________________

4. Project Staff ***(Who?)***

General Description of Project Staff or Organizers:

5. Specific Project Events and Activities ***(What Goes On?)***

6. Target Audience(s), Community Population(s), or System(s) Served ***(For Whom?)***

7. Measures of Project Success ***(If Successful, What Happens?)***

How Will You Know If This Project Was Effective? What are Your Measures or Indicators of Success?

1) ______________________________

____

2) ______________________________

____

3) ______________________________

____

4) ______________________________

____

5) ______________________________

____

8. Other Project Notes or Special Circumstances (*But...*)

____

____

____

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____

____

FORM 2-2A: **SERVICE DELIVERY PROGRAM IMPLEMENTATION LOG**
WHEN TO USE: **THROUGHOUT EACH PROGRAM YEAR**
KEY FEATURES: **SUMMARY OF PROGRAM COMPONENTS**

Every service delivery program can be broken down into a series of separate components (i.e., steps, activities, and services) that make up the work of the program and produce program outcomes. With this Form you will keep an annual log of these program components. This Form is not meant to substitute for whatever detailed records (e.g., attendance records or client case records) that you will keep as a regular part of your program management practices. The Form is a tool for summarizing your program records.

BEFORE YOU BEGIN:

✍ **Do not write on the original Form.** Make additional copies of Form 2-2A. *Each year*, you will need to complete Form 2-2A for *each on-going service delivery program* that is part of your Title V Initiative. If an individual program has many component parts, you may need multiple copies of the Form each year.

☛ Remember to use Form 2-2A for Title V *service delivery programs* and Form 2-2B for Title V *systems change projects*. Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

☛ To guide you through the completion of Form 2-3A, a Sample Implementation Log for the Metropolis Community College Family Life Program is included on page 19. As you read the instructions, follow along with the Sample Log — it will be easier to understand!

1. Program and Year

A. **Program Name** Enter the name or title of your service delivery program.

B. **Year** Enter the year for which you are completing this log. Remember, you need to complete one Service Delivery Program Implementation Log for each year of the program period. (If your program begins in September 1995, leave the months from January to August blank in 1995 and start a new log for January 1996.)

2. Implementation Log

A. **Program Components** In the left-hand column of the table, fill in the various steps, activities and services that make up the program. Begin with the important preparatory steps that laid the foundation for achieving desired outcomes (such as recruiting volunteers or training service providers), then list the activities related to the desired program outcomes (such as counseling sessions with clients or after-school sports services for teens). Your program may actually be composed of many, many small tasks. Try to group smaller tasks together and list only the most significant steps, activities, and services. Be as specific as possible in your brief description of each program component.

Number each program component sequentially. *If you have more than six components during a given year, you will need to copy additional Forms for the same year.* (If the component continues into a new year, use the same identifier number each year.)

Use the list below for ideas to get you started. This list may not include all of the steps, services or activities that your program actually implemented, but it will give you an idea of the kinds of things to include.

Examples of Program Components

- Train staff or volunteers
- Develop curricula
- Circulate flyers or brochures
- Perform client needs assessments
- Hold classes for participants
- Provide health screenings
- Give presentations or lectures
- Hold socials or ceremonies
- Conduct workshops
- Make mentoring matches
- Sponsor sports programs
- Hold field trips
- Attend cultural events
- Sponsor job training sessions
- Provide direct services for clients
- Visit families at home

In the Metropolis example... The first major activity of the Metropolis Community College Family Life Program was to provide training for trainers in early January, 1995. Throughout the year, subsequent program activities and services for Metropolis parents and families included: parent training classes, home visits, family dinners, a special lecture, and a winter holiday family celebration.

B. **Number Served/Participating Per Month (Unshaded Top Box)** For each of the program components listed in the first column, write the number served or number participating in that program component in the top unshaded box under each month of the year. This number may represent teachers trained, families served, youth counseled, volunteers recruited, or another participant unit of the specific component. *Note that this monthly number served may count individual participants multiple times if they received services or had contact with the program more than one time during that month.* Enter 0 under months where the specific program component did not take place.

In the Metropolis example... There was a Training for Trainers Session held in January. Since 2 parent trainers received one day of training, the number 2 is written in the top box under "Jan" and 0's are entered for the remaining months. The second component activity was Parent Training Classes (item 2). They were held twice per month with varying participation rates among the 18 enrolled parents: during January, 18 parents attended the first session and 16 attended the second for a total participation of *34* parents for the month; in February, 6 parents attended the first session and 4 attended the second class for a total participation of *10* parents for the month. Home visits (item 3) also were conducted as part of the Family Life Program. Home visits were conducted in 10 homes in January, 9 in February, and 12 in March. And so on throughout the year.

C. **Average Session Time in Hours (Shaded Bottom Box)** For each of the program components listed in the first column, write the average number of *hours* that services were provided or activities were conducted in the bottom shaded box under each month of the year. Round actual times to increments of quarter hours. If there were several sessions or activities of varying lengths of time during the month, enter the *average* time spent. For example, if three youth received counseling sessions of 1 hour, 3/4 hour, 1 1/4 hours, respectively, then the average time entered would be 1 hour.

In the Metropolis example... Parent Training Classes (item 2) were conducted twice per month for 2 hours per class, totaling 4 hours per month. In August, 1 two-hour class was canceled, so only 2 hours are entered.

D. **Total Served and Unit** Enter the total number of *unduplicated* participants served during the year. That is to say, enter the total number of individuals, families, or groups served, regardless of the number of contacts each made with the program during the year. Let's say, for example, that Joe, Terence, and Camile attend a job training workshop in February and Joe, Terence, and Sandy attend a second workshop in March. The total unduplicated number served for the job training program would be four people (Joe, Terence, Camile, and Sandy).

Be sure to specify the unit (students, parents, families, volunteers, community members, etc.). This unit should be the same unit that is used for the numbers entered in B, Number Served/Participating Per Month.

In the Metropolis example... A total of 18 parents from 11 families were enrolled in the program. Over the course of the year, different numbers of parents attended each Parent Training Class (item 2), but all 18 of the parents attended 1 or more of the classes and so 18 Parents is entered in column D. Similarly, the 4 Family Dinners (item 4) were attended by 8, 6, 7 and 8 families respectively with some of the same families attending more than one dinner and the total number of different families served was 9.

E. **Notes and Explanations** Enter any special notes or brief explanations that clarify the program component or explain unusual levels of participation.

In the Metropolis example... The Family Life Program's February Parent Training Class experienced low turnout rates because of bad snow storms, which are noted in the last column.

SAMPLE TABLE: FORM 2-2A SERVICE DELIVERY PROGRAM IMPLEMENTATION LOG
METROPOLIS COMMUNITY COLLEGE FAMILY LIFE PROGRAM

1. Program and Year

A. Program Name: Metropolis Community College Family Life Program **B. Year:** 1995

2. Implementation Log

A. Program Components	**B. Number Served/Participating Per Month (Unshaded Top Box)** **C. Average Session Time in Hours (Shaded Bottom Box)**												**D. Total Served and Unit**	**E. Notes and Explanations**
	Jan	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**		
1) Training for Trainers (full day training for trainers before parent classes began)	2	0	0	0	0	0	0	0	0	0	0	0	2 Trainers	
	8	0	0	0	0	0	0	0	0	0	0	0		
2) Parent Training Classes (two classes per month, 2 hours per class)	34	10*	28	30	34	36	30	18	26	27	32	35	18 Parents from 11 Families	* Bad snow storms, low turn out. ** 1 class not held in August.
	4	4	4	4	4	4	4	2**	4	4	4	4		
3) Home Visits (plan for one visit per family per month - 1 1/2 hour each)	10	9	12*	10	10	11	11	10	9	11	8	11	11 Families	* Two families received two home visits in March because of emergency situations.
	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5		
4) Family Dinners (one dinner per quarter for 2 hours each)	8	0	0	6	0	0	7	0	0	8	0	0	9 Families	
	2	0	0	2	0	0	2	0	0	2	0	0		
5) Special Lecture: "How Children Learn Through Play"	0	0	0	0	4	0	0	0	0	0	0	0	4 Parents	Scheduled at last minute and not well-publicized.
	0	0	0	0	2.25	0	0	0	0	0	0	0		
6) Winter Holiday Family Celebration	0	0	0	0	0	0	0	0	0	0	0	11	11 Families	Very well-received.
	0	0	0	0	0	0	0	0	0	0	0	3		

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2-2A SERVICE DELIVERY PROGRAM IMPLEMENTATION LOG

1. Program and Year

A. Program Name: ______________________________ **B. Year:** __________

2. Implementation Log

Program Components	B. Number Served/Participating Per Month (Unshaded Top Box)												D. Total Served and Unit	E. Notes and Explanations
	C. Average Session Time in Hours (Shaded Bottom Box)													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		

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FORM 2-2B: SYSTEMS CHANGE PROJECT IMPLEMENTATION LOG
WHEN TO USE: **THROUGHOUT EACH PROJECT PERIOD**
KEY FEATURES: **SUMMARY OF PROJECT ACTIVITIES/STEPS/EVENTS**

Like service delivery programs, systems change projects can be broken down into a series of separate steps, activities, and events that make up the work of the project and produce the project's outcomes. With this Form you will keep a log of these project components over the project period.

BEFORE YOU BEGIN:

✍ **Do not write on the original Form.** Make additional copies of Form 2-2B. You will need to complete Form 2-2B for *each systems change project* that is part of your Title V Initiative. If an individual project has many components, you may need multiple copies of the Form for the same project.

☞ Remember to use Form 2-2B for Title V *systems change projects* and Form 2-2A for Title V *service delivery programs*. Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

☞ To guide you through the completion of Form 2-2B, a Sample Systems Change Project Implementation Log for the Metropolis Carding Campaign is included on page 23. As you read the instructions, follow along with the Sample Log — it will be easier to understand!

1. **Project Name** Enter the name or title of your systems change project.

2. **Implementation Log**

   A. **Project Components** In the left-hand column of the table, fill in the various steps, activities, and events that make up the project. Begin with the important preparatory steps that laid the foundation for achieving desired project outcomes (such as convening community meetings or establishing new policy guidelines) and then list any events or activities related to the desired outcomes (such as public service announcements, pep rallies, or changes in a local ordinance). Your project may actually be composed of many, many small tasks. Try to group smaller tasks together and list only the most significant steps, activities, and events. Be as specific as possible in your brief description of the project components.

Number each project component sequentially. *If you have more than six components for a given project, you will need to copy additional Forms for that project.*

Use the list below for ideas to get you started. This list may not include all of the steps, events, or activities that your project actually implemented, but it will give you an idea of the kinds of things to include.

Examples of Project Components

- Form committee
- Establish policies and guidelines
- Place newspaper or radio ads
- Hold lectures
- Mobilize community groups
- Sign petitions
- Sponsor cultural events
- Organize street fairs
- Hold community service activities
- Develop curricula
- Plan ceremonies
- Change legal standards

In the Metropolis example... The Metropolis Carding Campaign consisted of the following components: drafting a campaign plan, presenting the campaign plan at a kick-off meeting for the key community players, publicizing the campaign throughout the community, implementing new policies, and checking enforcement of the policies and procedures. These project components are listed in the sample log's first column.

B. **Dates** For each of the components listed in the first column, indicate the relevant date or dates on which the component occurred. If the action is ongoing, note with an open arrow.

C. **Number and Unit Involved** For each of the components listed in the first column, write the number involved or participating and the unit to which it refers. This number and unit may represent committee members who attended a meeting, schools implementing new policies, advertisements printed, media spots announced, doors knocked on, billboards removed, etc. In some cases, the number will be unknown or uncountable and should be noted as such.

In the Metropolis example... Six (6) Carding Campaign committee members drafted a new plan, 83 attendees went to the Campaign kick-off meeting, 500 flyers were printed and distributed, an unspecified number of bars implemented the new carding policies, and on one evening police checked enforcement of the new policy at 15 bars.

D. **Materials Used** For each of the components listed in the first column, describe any materials used to support the step, activity, or event. Relevant materials may include curricula, manuals, community records, petitions, flyers, billboards, etc. If no materials were used, write "NA" for "not applicable."

E. **Notes and Explanations** Enter any special notes or brief explanations that clarify the project component or explain levels of progress and participation.

In the Metropolis Example... The delay in schedule for the draft Carding Campaign Plan and the under-representation of specific participants are noted in the final column.

SAMPLE TABLE: FORM 2-2B SYSTEMS CHANGE PROJECT IMPLEMENTATION LOG METROPOLIS CARDING CAMPAIGN

1. Project Name: Metropolis Carding Campaign

2. Implementation Log

A. Project Components	B. Dates	C. Number and Unit Involved	D. Materials Used	E. Notes and Explanations
1) Bob Smith and the Carding Campaign Committee drafted a Campaign Plan for stricter enforcement by local bars of checking identification before serving alcohol and refusing to serve minors.	8/16-8/30/96	6 committee members	Assessment of current city regulations. Review of records related to historical carding practices and drunk driving occurrences among minors.	Delay in completion of Plan due to conflicting schedules of committee members
2) Campaign Plan presented at kick-off meeting involving local bar owners, bartenders, bouncers, police officers, and liquor control board members.	9/30/96	83 attendees	N/A	Bars from East Metropolis under represented
3) Publicity efforts for Carding Campaign: flyers announcing carding and ID policies printed, distributed to local high school students, and posted throughout community.	10/1/96-10/30/96	500 flyers	One page flyers drafted by Campaign Committee and printed free-of-charge by Total Printers	
4) Local bars implement new carding policies.	10/1/96→	unknown	N/A	
5) Special police operation checks carding enforcement at local bars.	12/10-12/31/96	15 bars	N/A	

2-2B SYSTEMS CHANGE PROJECT IMPLEMENTATION LOG

1. Project Name: ____________________

2. Implementation Log

A. Project Components	B. Dates	C. Number and Unit Involved	D. Materials Used	E. Notes and Explanations

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FORM 2-3A: **SERVICE DELIVERY PROGRAM PROCESS ASSESSMENT**
WHEN TO USE: **AT THE END OF THE PROGRAM PERIOD**
KEY FEATURES: **REFLECTIONS ON IMPLEMENTATION PROCESS**

This Form examines several *process* evaluation issues for your Title V service delivery program. In particular, the Form asks you to compare actual program implementation processes with the original program plans. Your responses on this Form can be very helpful in shaping your future program plans.

BEFORE YOU BEGIN:

✍ **Do not write on the original Form.** Make additional copies of all three pages of Form 2-3A. You will need one full set for *each service delivery program* that is part of your Title V Initiative.

☛ Remember to use Form 2-3A for Title V *service delivery programs* and Form 2-3B for Title V *systems change projects.* Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

☛ Refer to Forms 2-1A and 2-2A that you completed for this service delivery program. The information on these Forms will be used to compare original program plans and actual implementation results.

1. **Program Name** Enter the name or title of your service delivery program.

2. **Program Period**

   A. **Dates of Program Implementation** Enter the beginning and ending dates of actual program implementation.

   B. **Actual Implementation Schedule Compared to Planned Program Schedule** In relation to the planned program period entered on Item 1C of Form 2-1A, note whether actual implementation was, for the most part, on schedule, ahead of the originally planned schedule, or behind the originally planned schedule.

C. **If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the program?** Explain the factors that both facilitated or hindered the implementation of the program. Many different factors can influence implementation schedules, such as the presence or absence of the following: effective planning processes, timely decision-making, efficient organization, availability of resources, staff turnover, volunteer support, etc. Even the weather can be a factor that affects program implementation schedules!

3. Program Activities and Services

A. **What program activities and services were planned but not implemented? Why?** Explain how the activities conducted and services actually provided differ from those which were planned. Include program components that you listed on Form 2-1A, Service Delivery Program Description, Item 5, but *did not list* on Form 2-2A, Service Delivery Program Implementation Log. Briefly explain why these activities or services were not implemented as part of the program.

B. **What program activities and services were implemented that were not originally planned? Why?** List the activities and services that were added to your program after the original planning process. Include program components that you listed on Form 2-2A, Service Delivery Program Implementation Log, but *did not list* on Form 2-1A, Service Delivery Program Description, Item 5. Briefly explain why these activities or services were added to your program.

4. Participation

A. **To what extent did you achieve your participation goals (e.g., 50%, 100%, 200%)?** Using percentages, indicate the extent to which you achieved your participation goals. Review Form 2-1A, Item 6D to see how many participants you planned to serve in this program. How does this number compare with the actual number served, from Form 2-2A, Item 2D? Did you achieve your goal with 100% of participants planned? Or did you exceed your goal? Twice as many participants served would mean you achieved 200% of your goal. On the other hand, if you only served half as many as planned, you would have achieved 50% of your goal. Enter the percentage that reflects the participation level in your program relative to your goals.

B. **What factors contributed to the actual level of participation in this program?** Briefly describe the facilitating factors or barriers to participation levels. These factors may include, for example, recruitment methods, publicity efforts, program location, operating schedules, or community acceptance/resistance.

C. **What group(s) were missing that you had hoped or intended to have participate in the program? Why?** List any specific target groups that did not participate at the levels anticipated. Briefly explain what may have contributed to their low participation rates.

5. **Participant Feedback**

A. **How did participants evaluate the program?** Briefly describe participant feedback regarding levels of satisfaction with the program and program activities. This feedback can be collected through participant assessment surveys, focus groups, or interviews. Be sure to describe the mechanisms you used to solicit participant feedback. As part of the appendix to your *Workbook*, you may want to attach supporting materials that include the participant assessment surveys or interview guides you used and/or summaries of participant responses.

B. **What did participants *like* the most?** Based on participant feedback, describe the components of the program that were well received.

C. **What did participants *dislike*?** Based on participant feedback, describe the components of the program that were not as well received and why. List aspects of the program that participants thought needed the most improvement. What steps can be taken to address these issues and concerns?

☞ **Refer to the box on page 28 for more information on collecting participant feedback.**

6. **Resources**

A. **Were sufficient Title V funds devoted to this program to accomplish what was planned?** Check the appropriate box to indicate whether available funds generally were in-line with what was needed to support planned activities and services, less than what was needed, or more than what was needed.

B. **If funds were insufficient to support program objectives, where specifically were more funds needed?** Indicate the specific areas for which funding was insufficient. Examples might include: salary resources to hire an additional case worker, funds to adequately advertise program activities, support for the purchase of program materials and supplies.

7. Reflections and Lessons Learned

A. **If your group were to implement the program over again, what would you do differently? What lessons did you learn?** Thinking back over this program, describe the things that you would you do differently if you had it to do over again. Briefly explain the "lessons learned" from the program implementation.

B. **What would you be sure to do again?** Again, thinking back over the program, describe the things that you would want to do again—or maybe do more of—if you had it to do over again. Focus on the achievements of the program and list the processes or activities that helped facilitate success.

C. **What advice would you give to someone who was planning to implement a similar program?** Based on your experiences, what advice would you give to others who were planning to implement a similar program? Note what you would recommend doing and also *not* doing to promote effective implementation. If more space is needed, continue on an additional page.

Participant Feedback

Participant feedback about a program collected through participant assessment surveys can be an important component of program planning, implementation, and evaluation. Feedback helps tell planners how programs and activities are being received and if they are having their desired effects. Over time, participant feedback can be extremely valuable to the fine-tuning of program methods and practices to best meet participant needs.

Participant assessment surveys typically include questions that address participant perceptions of the program and its activities, their likes and dislikes, and their recommendations for program improvement. Surveys may include both rating scales and open-ended questions. Following is a sample of the types of assessment questions that you might want to ask your program participants when soliciting feedback:

- Overall, how would you rate this program? (excellent, very good, satisfactory, fair, poor)
- How well did the program meet your expectations (very well, somewhat, not at all)
- How useful was [*specify program activity*]? (very useful, somewhat useful, not very useful)
- Was the material presented in an organized and coherent fashion? (very organized, somewhat organized, not at all organized)
- Was the material interesting to you? (very interesting, somewhat interesting, not at all interesting)
- Was the material relevant to your [*specify needs*]? (very relevant, somewhat relevant, not at all relevant)
- What did you like best about the program?
- What did you like least about the program?
- What should be done to improve the program?

Remember to keep the language in participant assessment surveys simple and to the point. Tailor your questions to reflect your program's particular characteristics and objectives.

2-3A SERVICE DELIVERY PROGRAM PROCESS ASSESSMENT

1. Program Name

Program Name: ______________________________

2. Program Period

A. Dates of Program Implementation: From ___/___/___ To ___/___/___

B. Actual Implementation Schedule Compared to Planned Program Schedule:

☐ Generally On Schedule ☐ Ahead of Planned Schedule ☐ Behind Planned Schedule

C. If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the program?

3. Program Activities and Services

A. What program activities and services were planned but not implemented? Why?

B. What program activities and services were implemented that were not originally planned? Why?

4. Participation

A. To what extent did you achieve your participation goals (e.g., 50%, 100%, 200%)?: __________ %

B. What factors contributed to this level of actual participation in the program?

C. What group(s) were missing that you had hoped or intended to have participate in the program? Why?

5. Participant Feedback

A. How did participants evaluate the program?

B. What did participants *like* the most?

C. What did participants *dislike*?

6. Resources

A. Were sufficient Title V funds devoted to this program to accomplish what was planned?

☐ Available funds were in line with what was needed

☐ Available funds were less than needed

☐ Available funds were more than needed

B. If funds were insufficient to support program objectives, where specifically were more funds needed?

7. Reflections and Lessons Learned

A. If your group were to implement the program over again, what would you do differently? What lessons did you learn?

B. What would you be sure to do again?

C. What advice would you give to someone who was planning to implement a similar program?

(Continue on an additional page if necessary)

FORM 2-3B: **SYSTEMS CHANGE PROJECT PROCESS ASSESSMENT**
WHEN TO USE: **AT THE END OF THE PROJECT PERIOD**
KEY FEATURES: **REFLECTIONS ON IMPLEMENTATION PROCESS**

This Form examines several *process* evaluation issues for your Title V systems change project. In particular, the Form asks you to compare actual project implementation processes with the original project plans. Your responses on this Form can be very helpful in shaping your future project plans.

BEFORE YOU BEGIN:

✍ **Do not write on the original Form.** Make additional copies of both pages of Form 2-3B. You will need one full set for *each systems change project* that is part of your Title V Initiative.

☞ Remember to use Form 2-3B for Title V *systems change projects* and Form 2-3A for Title V *service delivery programs*. Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

☞ Refer to Forms 2-1B and 2-2B that you completed for this systems change project. The information on these Forms will be used to compare original project plans and actual implementation results.

1. **Project Name** Enter the name or title of your systems change project.

2. **Project Period**

   A. **Dates of Project Implementation** Enter the beginning and ending dates of actual project implementation.

   B. **Actual Implementation Schedule Compared to Planned Project Schedule** In relation to the planned project period entered on Item 1C of Form 2-1B, Systems Change Project Description, note whether actual implementation was, for the most part, on schedule, ahead of the originally planned schedule, or behind the originally planned schedule.

   C. **If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the project?** Explain the factors that both facilitated or hindered the implementation of the project. Many different factors can influence implementation schedules, such as the presence or absence of the following: effective planning processes, timely decision-making, efficient organization, availability of resources, volunteer support, etc. Even the weather can be a factor that affects project implementation schedules!

3. Project Components

A. **What project steps, activities or events were planned but not implemented? Why?** Explain how the project components differed from those that were planned. Include project components that you listed on Form 2-1B, Systems Change Project Description, Item 5, but *did not list* on Form 2-2B, Systems Change Project Implementation Log. Briefly explain why these activities or events were not implemented as planned.

B. **What project steps, activities or events were implemented that were not originally planned? Why?** List the project components that were added to your project after the original planning process. Include activities or events that you listed on Form 2-2B, Systems Change Project Implementation Log, but *did not list* on Form 2-1B, Systems Change Project Description, Item 5. Briefly explain why your actual project steps, activities or events differed from your plans.

4. Resources

A. **Were sufficient Title V funds devoted to this project to accomplish what was planned?** Check the appropriate box to indicate whether available funds generally were in-line with what was needed to support the planned project, less than what was needed, or more than what was needed.

B. **If funds were insufficient to support project objectives, where specifically were more funds needed?** Indicate the specific areas for which funds were insufficient. Examples might include: funds to adequately advertise and promote project activities or support for the purchase of project materials and supplies.

5. Reflections and Lessons Learned

A. **If your group were to implement the project over again, what would you do differently? What lessons did you learn?** Thinking back over this project, describe the things that you would you do differently if you had it to do over again. Briefly explain the "lessons learned" from the project implementation.

B. **What would you be sure to do again?** Again, thinking back over the project, describe the things that you would want to do again—or maybe do more of—if you had it to do over again. Focus on the achievements of the project and list the processes or activities that helped facilitate success.

C. **What advice would you give to someone who was planning to implement a similar project?** Based on your experiences, what advice would you give to others who were planning to implement a similar project? Note what you would recommend doing and also *not* doing to promote effective implementation. If more space is needed, continue on an additional page.

2-3B SYSTEMS CHANGE PROJECT PROCESS ASSESSMENT

1. Project Name

Project Name: ______________________________

2. Project Period

A. Dates of Project Implementation: From ___/___/___ To ___/___/___

B. Actual Implementation Schedule Compared to Planned Project Schedule:

☐ Generally On Schedule ☐ Ahead of Planned Schedule ☐ Behind Planned Schedule

C. If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the project?

____

____

____

____

3. Project Components

A. What project steps, activities, or events were planned but not implemented? Why?

____

____

____

____

____

B. What project steps, activities, or events were implemented that were not originally planned? Why?

____

____

____

____

____

4. Resources

A. Were sufficient Title V funds devoted to this project to accomplish what was planned?

☐ Available funds were in line with what was needed

☐ Available funds were less than needed

☐ Available funds were more than needed

B. If funds were insufficient to support project objectives, where specifically were more funds needed?

5. Reflections and Lessons Learned

A. If your group were to implement the project over again, what would you do differently? What lessons did you learn?

B. What would you be sure to do again?

C. What advice would you give to someone who was planning to implement a similar project?

(Continue on an additional page if necessary)

FORM 2-4A: SERVICE DELIVERY PROGRAM OUTCOME ASSESSMENT
WHEN TO USE: AT THE END OF THE PROGRAM PERIOD
KEY FEATURES: MEASURES PROGRESS TOWARDS OBJECTIVES

This Form will help document the progress that your service delivery program has made towards achieving its objectives and desired outcomes. The Form focuses on the extent to which desired changes occurred as intended by the program in measurable outcome areas (e.g., test scores, school attendance, attitudes, and knowledge levels). This Form addresses whether or not each *individual* program has made progress toward achieving specific program objectives. The Forms in Unit 3 will address whether or not Title V programs and projects *collectively* have had an impact on reducing risk factors in the community.

BEFORE YOU BEGIN:

- **Do not write on the original Form.** Make additional copies of Form 2-4A. You will need one copy for *each service delivery program* that is part of your Title V Initiative.
- Remember to use Form 2-4A for Title V *service delivery programs* and Form 2-4B for Title V *systems change projects.* Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.
- Refer to Form 2-1A that you completed upon initiating this service delivery program. Information regarding desired outcomes and measures of program success will be used again here.

1. **Program Name** Enter the name or title of your service delivery program.

2. **Outcome Assessment Table**

   A. **Desired Outcomes** Refer to the list of desired outcomes that you entered on Form 2-1A, Service Delivery Program Description, Item 2, and list them again here. As explained in the instructions for Form 2-1A, these outcomes should represent the sought-after effects of the program.

   B. **Measure or Indicator ("Evidence" of Your Desired Outcome)** For each desired outcome, indicate one or more measures or indicators for that outcome (refer to the Measures of Program Success that you listed on Form 2-1A, Item 7). For example, if the desired outcome of a tutoring program was to enhance school performance of students, then the appropriate measures/indicators might be school grades, teacher assessments, or improvements in attendance. Alternatively, if the desired outcome was to provide an opportunity for youth to bond with volunteer mentors, then the indicator might be a survey question that asks youth how many adults they have in their lives that they feel they can "really talk to" or with whom they can "do fun things." The measure can be a simple tally of the number of participants, a standardized measure such as Grade Point Averages, scores of a test developed or adapted by the program (such as a test of knowledge on program topics), results of an attitude survey, behavioral indices, or some other measure that is unique to the program.

C. **Dates Measured or Observed** Enter the dates for which evidence of your outcomes has been collected. To assess changes in outcome measures or indicators, you will need to collect data at two points in time: typically *before*, or at the beginning of the project period, and then again at the end, or soon *after*, the program period. In some instances, however, evidence will be collected only after the program has been completed. For example, a parent training program may administer a test—only at the final class session—which addresses the topics covered during the previous classes. If there is no before measure, write "none" in the "Before" column and then write the date of the single measure (e.g., the date the parenting test was administered) in the "After" column.

D. **Observed Measurable Outcome** For each measure or indicator, write the appropriate value at the "Before" point and then write the value of the same measure at the "After" point. An example would be the average GPA of students before they completed a tutoring program and then the average GPA of the same group of students after the tutoring program ends. Note that if one of the participants drops out of the program and they are not included in the "After" group, then you should go back and take that participant's GPA out of the average shown for the "Before" group. In addition, if your program is using a "pre" and "post" survey, you should make sure to ask the same questions before and after the program is implemented.

E. **Amount of Change in Measure or Indicator (Before vs After)** Compare the before and after values for the measures/indicators in column D. Calculate the amount of change in your outcome measure by subtracting the "Before" score from the "After" score and placing that value in column E. This value indicates how much your program gained on that measure over the course of the program.

For more detailed information about conducting outcome evaluations and the various resources you can use, see the resource list in the Unit 2 Introduction.

Things to Think About When Completing Form 2-4A:

- What do the observed changes in measures/indicators indicate about the performance of your service delivery program?
- What are the implications for future program planning and implementation?
- How much change is enough change for the program to be considered successful?
- What other factors—outside of the program—may be influencing the measures/indicators and the magnitude of change?

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2-4A SERVICE DELIVERY PROGRAM OUTCOME ASSESSMENT

1. Program Name: ______________________

2. Outcome Assessment Table

A. Desired Outcomes	B. Measure or Indicator ("Evidence" of Your Desired Outcome)	C. Dates Measured or Observed		D. Observed Measurable Outcome		E. Amount of Change in Measure or Indicator (Before vs After)
		Before	After	Before	After	
1)						
2)						
3)						
4)						
5)						

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FORM 2-4B: SYSTEMS CHANGE PROJECT OUTCOME ASSESSMENT
WHEN TO USE: AT THE END OF THE PROJECT PERIOD
KEY FEATURES: MEASURES PROGRESS TOWARDS OBJECTIVES

This Form will help document the progress that your systems change project has made towards achieving its objectives and desired outcomes. The Form focuses on the extent to which desired changes occurred as intended by the project in measurable outcome areas (e.g., amount of material distributed, number of billboards standing, attitudes and knowledge levels). This Form addresses whether or not each *individual* systems change project has made progress toward achieving specific project objectives. The Forms in Unit 3 will address whether or not Title V programs and projects *collectively* have had an impact on reducing risk factors in the community.

BEFORE YOU BEGIN:

✍ **Do not write on the original Form.** Make additional copies of Form 2-4B. You will need one copy for *each systems change project* that is part of your Title V Initiative.

☛ Remember to use Form 2-4B for Title V *systems change projects* and Form 2-4A for Title V *service delivery programs.* Refer to the Unit 2 introduction for a description of the difference between service delivery programs and systems change projects.

☛ Refer to Form 2-1B that you completed upon initiating this systems change project. Information regarding desired outcomes and measures of project success will be used again here.

1. **Project Name** Enter the name or title of your systems change project.

2. **Outcome Assessment Table**

   A. **Desired Outcomes** Refer to the list of desired outcomes that you entered on Form 2-1B, Systems Change Project Description, Item 2, and list them again here. As explained in the instructions for Form 2-1B, these outcomes should represent the sought-after effects of the project.

   B. **Measure or Indicator ("Evidence" of Your Desired Outcome)** For each desired outcome, indicate one or more measures or indicators for that outcome (refer to the Measures of Project Success that you listed on Form 2-1B, Item 7). For example, if a project's desired outcome is to increase the number of youth enrolled in school related clubs and the project included a club fair at the school and increased publicity for clubs, then the "Before" project measurement might be the number of youth in clubs before the project, and the "After" project measurement might be the number of youth in clubs after the conclusion of project activities. The measure can be a simple count (e.g., number of materials distributed, number of PSAs, number of signatures on a petition, number of attendees at a community forum) or a survey measuring attitudes, knowledge, or reported behavior.

C. **Dates Measured or Observed** Enter the dates for which evidence of your outcomes has been collected. To assess changes in outcome measures or indicators, data will need to be collected at two points of time: typically *before* or at the beginning of the project period and then again at the end or soon *after* the completion of the project period. In some instances, however, evidence will be collected only after the project. For example, in a lobbying effort you would only count the number of signatures on a petition *after* they have been collected. If there is no before measure, write "none" in the "Before" column and then write the date of the single measure (e.g., the date the petition was submitted) in the "After" column.

D. **Observed Measurable Outcome** For each measure or indicator, write the appropriate value at the "Before" point and then write the value of the same measure at the "After" point. For example, enter the number of billboards advertising cigarettes before a billboard campaign and the number of billboards remaining after the campaign.

E. **Amount of Change in Measure or Indicator (Before vs After)** Compare the before and after values for the measures/indicators in column D. Estimate the amount of change in your outcome measure by subtracting the "Before" score from the "After" score and placing that value in column E. This value indicates how much your project gained on that measure over the course of the project.

Things to Think About When Completing Form 2-4B:

- What do the observed changes in measures/indicators indicate about the performance of your systems change project?
- What are the implications for future project planning and implementation?
- How much change is enough change for the systems change project to be considered successful?
- What other factors—outside of the project—may be influencing the measures/indicators and the magnitude of change?

[illegible] SYSTEMS CHANGE PROJECT OUTCOME ASSESSMENT

1. Project Name: ______________________________

2. Outcome Assessment Table

A. Desired Outcomes	B. Measure or Indicator ("Evidence" of Your Desired Outcome)	C. Dates Measured or Observed		D. Observed Measurable Outcome		E. Amount of Change in Measure or Indicator (Before vs After)
		Before	After	Before	After	
1)						
2)						
3)						
4)						
5)						

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TITLE V DELINQUENCY PREVENTION PROGRAM COMMUNITY SELF-EVALUATION WORKBOOK

UNIT 3

RISK FACTOR TRACKING

Tracking changes in the indicators of risk

- What difference is it making?

UNIT 3 RISK FACTOR TRACKING

In the first two Units of the *Community Self-Evaluation Workbook* you described and assessed the component service delivery programs and systems change projects of your Title V Initiative. Unit 3 will help you to evaluate the *impact* of your community's Initiative as a whole. Specifically, this Unit is designed to help you track the changes in the indicators of risk in your community over time.

The Title V Delinquency Prevention Program is a risk-focused program based on the premise that in order to prevent a problem from occurring, the factors that contribute to the development of that problem must be identified and addressed. In your grant application, your community identified the priority risk factors present in your community for juvenile delinquency and other adolescent problem behaviors. During the period of your Title V grant, your Prevention Policy Board (PPB) directed the implementation of programs and strategies that addressed the priority risk factors and enhanced protective factors.

With the Forms in this Unit, you will re-visit the priority risk factors that you identified and observe how they have been affected by the Title V Initiative. Please keep in mind that delinquency prevention is a long-term effort and that changes in risk factors and indicators of risk take time. You may not see immediate changes in your data, but that does not necessarily mean that your programs are not working. Don't be discouraged!

Evaluation is an ongoing process. Completing the Forms in this *Workbook* in general—and in Unit 3 in particular—also will be an on-going process. The data regarding risk factors that you submitted in your grant application's risk assessment will serve as the baseline for completing these Forms. To update your community's risk assessment, you will add data incrementally, over time, to the Forms in this Unit.

Unit 3 is organized in the following manner:

- **Form 3-1: Risk Factors and Indicator Summary** outlines your community's priority risk factors and the indicators of the prevalence of those risk factors. You will complete one copy of Form 3-1 at the end of the first year of the grant period.

- **Form 3-2: Tracking Risk Factor Indicators** walks you through the creation of a data table and then a graph to present a picture of changes in indicator data over time. You will need one copy of Form 3-2 for *each* indicator of *each* of your community's priority risk factors. You will start Form 3-2 at the end of the first year of the grant period. You will continue to add to the Form's tables and graphs at the end of each subsequent year.

- **Form 3-3: Risk Factor Data Analysis** asks you to describe the apparent trends of the indicator data, assess the changes in risk factors, and interpret the implications of the changes. At the end of each year after the grant begins, you will complete one Form 3-3 for each of your community's priority risk factors.

- **Form 3-4: Tracking Indicators of Juvenile Problem Behaviors** repeats the data table and graph procedures of Form 3-2 for selected overall indicators of problem behaviors (e.g., number of juvenile arrests, dispositions of juvenile cases, and school dropout rates).

- **Form 3-5: Juvenile Problem Behaviors Data Analysis** asks you, in the same manner as Form 3-3, to describe the apparent trends of the indicator data, assess the changes in the prevalence of juvenile delinquency and other adolescent problem behaviors, and interpret the implications of the observed changes. At the end of each year after your grant begins, you will complete one Form 3-5 for each of the overall indicators.

Instructions on each Form will explain further how many copies you will need and when to complete the Form.

UNIT 3 FORMS

3-1	Risk Factors and Indicator Summary
3-2	Tracking Risk Factor Indicators
3-3	Risk Factor Data Analysis
3-4	Tracking Indicators of Juvenile Problem Behaviors
3-5	Juvenile Problem Behaviors Data Analysis

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FORM 3-1: **RISK FACTORS AND INDICATOR SUMMARY**
WHEN TO USE: **AT THE END OF THE FIRST YEAR OF THE GRANT PERIOD**
KEY FEATURES: **RISK FACTORS AND INDICATORS**

This Form outlines the priority risk factors identified by your community and the indicators which demonstrate levels of risk.

> ☞ Refer to the section of your Title V grant application that describes the prevalence of delinquency risk factors in your target community. Your initial risk assessment should include baseline data for the priority risk factors identified in your target community. These data will serve as the starting point for completing the Forms in Unit 3.

A. **Priority Risk Factors** In the left hand column of the table, list the priority risk factors that were identified in your community's initial risk assessment. These should be the same priority risk factors you listed on Form 1-9 (Risk Factor and Program Plan). Each box should contain only one risk factor. (If your community has more than five priority risk factors, make a copy of Form 3-1, insert it in the *Workbook* behind the original Form, and continue to list one risk factor in each box.)

B. **Indicators of Risk** For each priority risk factor, list the indicators of that risk factor in the right hand column. Indicators of risk are the quantifiable data that provide information about the degree to which the risk factor is a problem in the community. Consult the *Workbook*'s Appendix for a partial list of indicators of risk.

Sample Table: Form 3-1 Risk Factors and Indicator Summary

The risk assessment of South Valley Township identified three priority risk factors supported by data collected on eight indicators of risk.

A. Priority Risk Factors	B. Indicators of Risk
1) Extreme economic and social deprivation	a. Number of families living below poverty level b. Unemployment rates c. Number of food stamp recipients d. Number of AFDC recipients
2) Family management problems	a Reported cases of child abuse b. Number of children in foster homes c. Number of runaway reports
3) Favorable attitudes toward the problem behavior	a. Results of survey of student attitudes

3-1 RISK FACTORS AND INDICATOR SUMMARY

A. Priority Risk Factors	B. Indicators of Risk
1)	a. b. c. d. e.
2)	a. b. c. d. e.
3)	a. b. c. d. e.
4)	a. b. c. d. e.
5)	a. b. c. d. e.

FORM 3-2: **TRACKING RISK FACTOR INDICATORS**
WHEN TO USE: **AT THE END OF EACH YEAR AFTER THE GRANT BEGINS**
KEY FEATURES: **GRAPH OF RISK FACTOR INDICATOR DATA**

This Form walks you through the creation of a graph of risk indicator data. The Form and graph will be completed incrementally over time.

> ✍ **Do not write on the original Form.** Make additional copies of both pages of Form 3-2. You will need one copy of the Form to document *each* indicator of each of your community's priority risk factors. Make a set of Forms equal to the total number of indicators you listed in column B of Form 3-1. In the example provided for Form 3-1, South Valley Township would need a total of eight copies of Form 3-2 for the eight indicators of risk listed in the Risk Factors and Indicator Summary Table.

1. Risk Factor and Indicator

A. **Risk Factor** Enter the name of one of the priority risk factors listed in column A of Form 3-1.

B. **Indicator** Name one indicator or measure of the specified risk factor from column B of Form 3-1. For each indicator listed in column B of Form 3-1, you should complete a separate copy of Form 3-2.

2. Indicator Data Table

This table will be used to organize the indicator data you have collected. The table is designed to capture data over an extended period of time. To reflect the impact of your Title V Initiative, ideally the data table should include three to five years of data before the Title V grant period began, the three years of the grant period, and then several years after the initial Title V grant ends. Therefore, the first time you work on this Form, you could be filling in several columns of the left hand side of the table, representing several years' prior data. Each year thereafter you should continue to enter new data into the additional columns of the table. (There are columns for 13 years of data on this Form).

It should be noted that there may be some lag time before data becomes available for certain indicators. Due to the time and effort required for data collection, analysis, and dissemination, certain information, such as census data, may not be available for many months or even years after the year of study. On an annual basis, enter the data that is accessible at that time. Fill in the boxes for previous years as the information becomes available. In addition, in some cases data will not be available on an annual basis from the information source. For example, some surveys are conducted every other year rather than every year. Where data cannot be obtained for a given year, mark the boxes "NA" for not available.

A. **Data Unit** Name the unit in which indicator data is measured and specify exactly what is being described. The data unit can be a number, percentage, rate, weight, score, or other measure. Examples of data units include: the *number* of G.E.D. Diplomas issued in thousands; *gallons* of alcoholic beverages consumed by each adult; the *percentage* of responses to the question "How many of your friends would you estimate smoke cigarettes?"; and the *average* SAT score.

B. **Data Group** In this first column of the table, enter the separate indicator data groups, categories, or variables. These groups will reflect the different break-outs for which the indicator data have been collected and are used for comparison or analysis purposes. Data groups may include different racial/ethnic groups, age groups, or geographic groups. They also may refer to different categories of the overall indicator, such as different reasons for juvenile arrest or types of drugs available. Examples of data groups include:

- Local, State, National (level of government).
- African-American, Native American, White, All races (race).
- 8th grade, 9th grade, 10th grade, 11th grade (grade level).
- Murder, Robbery, Aggravated Assault, Weapons Violations (type of offense).

In some cases, there may be only one data group for a given indicator. If there is only one variable, enter the label for that group in the first row (a) and leave the other rows blank.

C. **Years** Across the top row of the data table, enter the years for which data have been collected.

➜ **Entering the Indicator Data** For each year and data group, record the appropriate values in the data table. Data should be entered in the column for the year it represents. (Remember that the year the data actually represent might be different from the year in which they were published or made available.) Make sure that all data is entered consistently in the appropriate data unit (e.g., in thousands, percentages, rate per 100,000 population).

Sample Data Table: Form 3-2 Tracking Risk Factor Indicators

The following is an example of a completed data table for the Morris County School District:

1. Risk Factor and Indicator

A. Risk Factor: Availability of Drugs B. Indicator: Perceived Availability of Marijuana Among Morris County Students

2. Indicator Data Table A. Unit: Percentage of students reporting that marijuana would be "easy" to get

B. Data Group	**C. Years**											
	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
a. 8th Graders	30	32	34	34	37	38	38	36	33	30	27	25
b. 10th Graders	60	60	64	65	69	69	69	68	60	55	51	47
c. 12th Graders	89	93	91	93	93	94	94	90	85	82	76	76
d.												

The Sample Data Table shows 30% of the 8th graders, 60% of the 10th graders, and 89% of the 12th graders in Morris County thought that marijuana would be easy to get in 1989. By the year 2000, the percentage of students who thought marijuana would be easy to get declined to 25% of the 8th graders, 47% of the 10th graders, and 76% of the 12th graders.

3. Indicator Data Sources

Indicate your sources of information for the indicator data shown in the data table. Specify the particular records or survey name from which the data were collected. For example, the indicator data source in the table above is the "*Drugs in Your School Survey*" distributed annually to Morris County Students. Other examples of local and national data sources include: Police or Sheriff's Departments, District Attorney's Offices, School Districts, Child Protective Services Agencies, Liquor Control Boards, Employment and Welfare Offices, Hospitals and Health Clinics, Government Agencies, the U.S. Bureau of the Census, and the Bureau of Justice Statistics. (If your community attended the *Communities That Care* Risk and Resource Assessment Training, you may want to consult the *Communities That Care Data Workbook* produced by Developmental Research and Programs, Inc. (DRP) for a more complete list of sources of data on indicators of risk factors for adolescent problem behaviors.)

4. Indicator Graph

The indicator graph will be used to present a picture of changes in indicator data over time. To create the graph, you will transfer information from Section 2, the Indicator Data Table. Each year as the data table is updated, you will add additional data points to the graph.

A. **Unit** Enter the same data unit that you wrote in 2A above. This unit of measure serves as the title of the vertical (Y) axis.

B. **Vertical (Y) Axis** Label the tick marks along the vertical side of the graph frame (the Y axis) with increments of the data unit. First determine the range of values to be shown and then label the axis to form a numerical scale of the data values. Starting at the bottom tick mark of the vertical axis, write the minimum number possible for that data unit. In many cases the minimum value will be 0, but not always. In some instances, for example with some test scores, very low values are possible but rarely achieved; in such cases, you may want to start with the lowest number obtained rather than the lowest number possible. After marking the lowest value, enter a range of sequential values up the axis, ending with the highest probable value to be recorded. Make sure the differences between each value and the one above it and below it are equal. That is to say, for any value on the vertical axis, you would add the same number to produce the next higher value on the axis. For example, if your indicator unit is the percentage of households with a spouse absent, then you could label the vertical axis from 0% to 90% in increments of 15: 0, 15, 30, 45, 60, 75, 90.

C. **Horizontal (X) Axis** The horizontal side of the graph frame (the X axis) represents the years for which data have been collected. Label the horizontal axis tick marks from left to right starting with the earliest year of your data and adding each subsequent year.

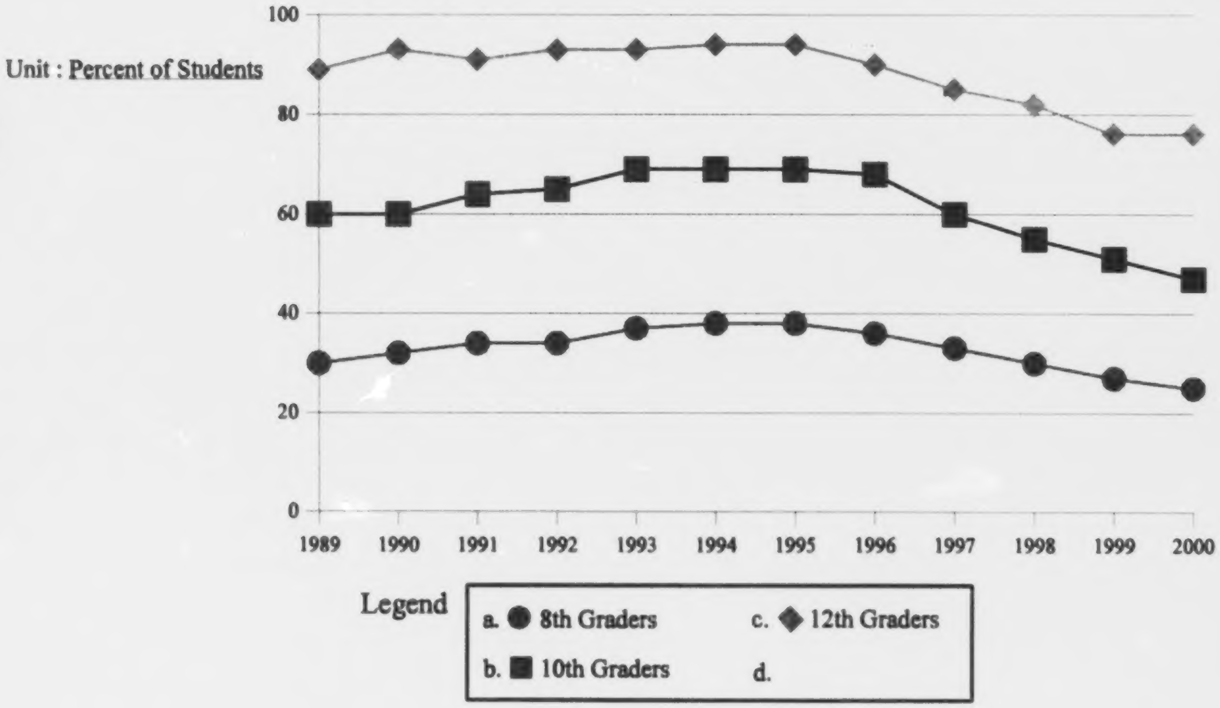
D. **Legend** Next to each letter and symbol in the legend box, enter one data group that is listed in the data table. Each group will be identified in the graph by the symbol shown next to the letter.

→ **Plotting the Data Points** For each variable, locate the data values in the data table and show the values on the graph by marking each data point with the identifier symbol from the legend box. Find and mark the appropriate values along the grid lines of the vertical axis for every year displayed on the horizontal axis. Draw a line to connect like symbol marks of each year's plotted value. Data for each data group should be shown in its own data line.

Many communities may have access to computer spreadsheet and graphics programs that can store indicator data and generate tables and graphs like the ones described here. If this is true for your community, we encourage you to use these tools. You can then insert printouts of the computer-generated tables and graphs into your *Workbook* rather than entering the requested information by hand onto these forms.

Sample Indicator Graph: Form 3-2 Tracking Risk Factor Indicators

Below is an example of the completed indicator graph for "Perceived Availability of Marijuana in the Morris County School District" based on the data in the sample indicator data table shown on page 6.



☞ **Repeat the instructions for Form 3-2 for each indicator of each risk factor.**

3-2 TRACKING RISK FACTOR INDICATORS

1. Risk Factor and Indicator

A. Risk Factor: ____________________ **B. Indicator:** ____________________

2. Indicator Data Table **A. Data Unit:** ____________________

B. Data Group ↓	**C. Years** →												
	19___												
a.													
b.													
c.													
d.													

3. Indicator Data Sources

Name of Data Source(s)

____

____

4. Indicator Graph

A. Unit: ______________________________

B. Vertical (Y) Axis ↕

C. Horizontal (X) Axis ↔

D. Legend

a. ●	c. ◆
b. ■	d. ✚

FORM 3-3: **RISK FACTOR DATA ANALYSIS**
WHEN TO USE: **AT THE END OF EACH YEAR AFTER THE GRANT BEGINS**
KEY FEATURES: **INTERPRETATION OF DATA**

Use this Form to interpret the data presented in the graphs in Form 3-2.

✍ **Do not write on the original Form.** Make additional copies of Form 3-3. Each year, you will need one copy of the Form for each of the priority risk factors listed on Form 3-1. In the example provided above for Form 3-1, South Valley Township would need a total of three copies of Form 3-3 *each* year.

1. Risk Factor and Indicators

A. **Risk Factor** Refer to Form 3-1 and write the name of one of your community's priority risk factors in the space provided.

B. **Indicators** For the identified risk factor, list all of the indicators of risk for which you completed Form 3-2.

2. Data Trends

First, look at your indicator graphs and assess the data trends shown for each of the indicators of risk. In completing this section, think about the entire group of indicators listed in Section 1. You may have several graphs to review. Consider the following questions:

- Are the values higher or lower than what you expected?
- Are the values increasing, decreasing, or staying the same over time? Is there a noticeable pattern in the changes?
- How have the trends changed since the Title V Initiative began?
- Are the trends similar for different data groups (e.g., different age, race, gender, or geographic groups) for the same indicator?
- Are the trends similar for *different indicators* of the same risk factor?

In the space provided, describe the data trends you have observed. Add additional pages if necessary.

3. Data Interpretation

Now think about the risk factors. For each risk factor, summarize how you interpret the indicator data trends. Consider the following questions:

- What do the indicator data trends tell you about the prevalence of the risk factor in your community? Do the data trends suggest a reduction or stabilization of risk in your community?
- To what do you attribute the changes in risk indicators?
- What factors *other than* the Title V Initiative (e.g., new law enforcement policies, legislative changes, current political events) may have influenced changes in indicator data?
- Why are the data trends different for different age, race, gender, or geographic groups?
- Do you expect the trends to continue in the foreseeable future? Why or why not?
- Should your community's prevention programs continue to focus on this risk factor?

Based on the data trends, indicate whether there appears to be a reduction or increase of *risk* in your community. Explain briefly what factors — including Title V prevention programs, outside events, or legislative changes — could have influenced the data trends. Where data are available, make comparisons between your community's data and State or national data. Finally, based on what you see, decide whether or not this risk factor should remain a priority in your community. If you need more space to explain your data interpretation, attach additional pages.

☞ **Repeat the instructions for Form 3-3 for each priority risk factor.**

3-3 RISK FACTOR DATA ANALYSIS

1. Risk Factor and Indicators

A. **Risk Factor:**

B. **Indicators:**
a.
b.
c.
d.
e.

2. Data Trends

3. Data Interpretation

Continue on an additional page if necessary

FORM 3-4: TRACKING INDICATORS OF JUVENILE PROBLEM BEHAVIORS
WHEN TO USE: **AT THE END OF EACH YEAR AFTER THE GRANT BEGINS**
KEY FEATURES: **GRAPH OF PROBLEM BEHAVIOR DATA**

With Form 3-2 you created tables and graphs of indicator data that measure the *prevalence of risk* for juvenile delinquency and other adolescent problem behaviors. With this Form, you will follow the same procedures to create tables and graphs of indicator data that relate to the *occurrence of* delinquency and other juvenile problem behaviors in your community.

☞ We suggest that *all* communities, regardless of their individual priority risk factors, track the following measures of delinquent and other problem behavior:

- Number of juvenile arrests (by type of offense).
- Disposition of cases (by type of offense).
- School dropout rates.

Your community also may want to track additional measures of juvenile problem behaviors, such as birth rates to mothers under 18 years of age or, where self-reported survey data are available, the prevalence of alcohol and other drug use among minors.

✍ **Do not write on the original Form.** Make additional copies of Form 3-4. You will need one copy of the Form for each of the indicators of juvenile problem behavior that you plan to track.

1. Indicator

Name one of the indicators from the group listed above for which you will create a data table and graph.

2. Indicator Data Table

Follow the instructions given for section 2 of Form 3-2.

3. Indicator Data Sources

Follow the instructions given for section 3 of Form 3-2.

4. Indicator Graph

Follow the instructions given for section 4 of Form 3-2.

☞ **Repeat the instructions for Form 3-4 for each overall indicator of juvenile problem behaviors.**

TRACKING INDICATORS OF JUVENILE PROBLEM BEHAVIORS

1. Indicator: ______________________________

2. Indicator Data Table **A. Data Unit:** ______________________________

B. Data Group ↓	**C. Years →**												
	19___												
a.													
b.													
c.													
d.													

3. Indicator Data Sources

Name of Data Source(s)

____

____

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4. Indicator Graph

A. Unit: ______________________

B. Vertical (Y) Axis ↕

C. Horizontal (X) Axis ↔

D. Legend

a. ●
b. ■
c. ◆
d. ✚

FORM 3-5: **JUVENILE PROBLEM BEHAVIORS DATA ANALYSIS**
WHEN TO USE: **AT THE END OF EACH YEAR AFTER THE GRANT BEGINS**
KEY FEATURES: **INTERPRETATION OF DATA**

Use this Form to analyze the data presented in the graphs in Form 3-4.

✍ **Do not write on the original Form.** Make additional copies of Form 3-5. Each year, you will need one copy of the Form for each of the overall indicators of juvenile delinquency and other problem behaviors that you graphed in Form 3-4.

1. Indicator

List one indicator of the occurrence of delinquent or other juvenile problem behavior.

2. Data Trends

Look at your indicator graphs and assess the data trends shown for the indicator. As you did on Form 3-3, consider the following questions:

- Are the values higher or lower than what you expected?
- Are the values increasing, decreasing, or staying the same over time? Is there a noticeable pattern in the changes?
- How have the trends changed since the Title V Initiative began?
- Are the trends similar for different data groups (e.g., different age, race, gender, or geographic groups) for the same indicator?

In the space provided, describe the data trends you have observed. Add additional pages if necessary.

3. Data Interpretation

Now think about the related delinquent behaviors and summarize how you interpret the indicator data trends. Consider the following questions:

- What do the data tell you about the prevalence of juvenile delinquency or other adolescent problem behaviors in your community? Do the trends suggest that the problem behaviors in your community have been reduced or stabilized?

- To what do you attribute the changes in behaviors?

- How do the data trends compare to the trends observed in the indicators of *risk* associated with the problem behavior?

- What factors *other than* the Title V Initiative (e.g., new law enforcement policies, legislative changes, current political events) may have influenced changes in indicator data?

- Are the data trends different for different age, race, gender or geographic groups? Why?

- What are the implications of these data for your Title V Initiative?

Based on the data trends, indicate whether there appears to be a reduction, stabilization, or increase of juvenile delinquency or other adolescent problem behaviors in your community. Explain briefly what factors—including the Title V Initiative, outside events, or legislative changes—could have influenced the data trends. Where data are available, make comparisons between your community's data and State or national data. Finally, based on what you observe, assess the *suggested* implications of these data as they relate to the perceived impact of your Title V Initiative. If you need more space to explain your data interpretation, attach additional pages.

☞ Remember: Don't be discouraged if you don't see changes in the data right away. These problems won't be fixed over night!

3-5 JUVENILE PROBLEM BEHAVIORS DATA ANALYSIS

1. **Indicator** ______________________________

2. **Data Trends**

3. **Data Interpretation**

Continue on an additional page if necessary

APPENDIX: RISK FACTORS AND SAMPLE INDICATORS*

COMMUNITY DOMAIN

Risk Factor: Availability of Drugs

Indicators:
- Perceived Availability of Drugs
- Trends in Exposure to Drug Use
- Per Capita Consumption of Alcohol
- Sales of Alcoholic Beverages
- Liquor Sales Outlets

Risk Factor: Availability of Firearms

Indicators:
- Firearm Sales
- Firearms in Home

Risk Factor: Community Laws and Norms Favorable to Drug Use, Firearms, and Crime

Indicators:
- Juvenile Arrests for Drug Law Violations
- Juvenile Arrests for Violent Crimes
- Juvenile Arrests for Curfew, Vandalism and Disorderly Conduct
- Disposition of Juvenile Arrest Cases
- Adult Drunken Driving Arrests
- Average Length of Prison Sentence
- Sentencing Below Federal Guidelines
- Quantity of Drugs Seized
- Areas Targeted by Law Enforcement for Drug Cleanup
- School Discipline for Behavior Problems
- Schools with Student Assistance Programs
- Attitudes Favoring Gun Control

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* Communities That Care® (CTC) Developmental Research and Programs, Inc., Seattle, WA. Information presented here is adapted from the *Communities That Care Data Workbook*, a manual provided to CTC training participants The workbook provides information on risk factors that have been identified in longitudinal research studies as predictors of adolescent health and behavior problems (e.g., delinquency, violence, substance abuse, school dropout, and teenage pregnancy). The indicators are selected data found in national and local sources that provide information about the prevalence of risk in the community.

Risk Factor: Media Portrayal of Violence

Indicators: General Violent Behavior Portrayed on Television
Serious Assaults Portrayed on Television

Risk Factor: Transitions and Mobility

Indicators: Existing Home Sales
New Home Construction
Rental Residential Properties
Rental Unit Turnover
Utility Connections
Student Movement In and Out of School

Risk Factor: Low Neighborhood Attachment and Community Disorganization

Indicators: Percent of Population Voting in Elections
Rental Housing Vacancy Rates
Homeowners Unit Vacancy Rates
Number of Churches and Synagogues
Homicides

Risk Factor: Extreme Economic and Social Deprivation

Indicators: Persons/Families/Children Living Below Poverty Level
Unemployment Rates
Exhausted Unemployment Benefits
AFDC Recipients
Food Stamp Recipients
AFDC and Food Stamp Benefits as a Percentage of Poverty Level
Free and Reduced Lunch Program
Single Female Head of Household as a Percentage of All Households

FAMILY DOMAIN

Risk Factor: Family History of High Risk Behavior

Indicators:
- Adults in Treatment
- Liver Cirrhosis Deaths
- Adults/Parents in Prison
- Educational Attainment of Adults
- Adult Illiteracy

Risk Factor: Family Management Problems

Indicators:
- Reported Child Neglect and Abuse Cases
- Runaway Reports
- Children Living in Foster Homes

Risk Factor: Family Conflict

Indicators:
- Domestic Violence Reports
- Divorce Rates
- Households with Spouse Absent

Risk Factor: Favorable Parental Attitudes and Involvement in the Problem Behaviors

Indicators:
- Adult Violent Crime Arrests
- Adult Property Crime Arrests
- Adult Alcohol-Related Arrests
- Babies Born Affected by Alcohol or Other Drug Use
- Drug Use During Pregnancy

SCHOOL DOMAIN

Risk Factor: Early and Persistent Anti-Social Behavior

Indicators:
Elementary School Disciplinary Problems
Special Education Classes for Students with Behavior Disorders
Elementary School Students Diagnosed with Behavioral Disorders

Risk Factor: Academic Failure

Indicators:
Grade Repetition
ACT Test Scores
SAT Test Scores
Reading Proficiency
Math Proficiency
Science Proficiency
GED Diplomas Issued

Risk Factor: Lack of Commitment to School

Indicators:
School Enrollment
Average Daily Attendance
Truancy Rates
High School Completion Rates

INDIVIDUAL/PEER DOMAIN

Risk Factor: Alienation and Rebelliousness

Indicators:
Suicide Death Rates
Reported Gang Involvement
Reported Vandalism and Graffiti Damage

Risk Factor: Friends Who Engage in the Problem Behavior

Indicators:
Adolescents in Juvenile Justice System
Reported Use of Drugs and Alcohol by Friends
Adolescents in Treatment
Adolescents Diagnosed with Sexually Transmitted Diseases
Adolescent Pregnancies

Risk Factor: Favorable Attitudes Toward the Problem Behavior

Indicators:
Disapproval of Use of Alcohol, Cigarettes, and Drugs
Perceived Harmfulness of Use of Alcohol, Cigarettes, and Drugs
Attitudes Regarding Marijuana Laws

Risk Factor: Early Initiation of the Problem Behavior

Indicators:
Grade of First Use of Alcohol, Cigarettes, and Drugs
Age of Initial Sexual Activity
School Reports of Disciplinary Problems
Dropouts Prior to 9th Grade
Arrests Related to Alcohol and Other Drugs (Ages 10 to 14)
Violence Arrests (Ages 10 to 14)

1-1 GRANT AND FUNDING INFORMATION

1. Title V Target Community

A. Community Name: ______________________________ B. State: ________

2. Title V Grant Information

A. Grant Recipient (Unit of General Local Government): ______________________________
B. Address: ______________________________
______________ ______________
C. Point of Contact (Name and Title): ______________________________
____
D. Phone Number and Fax Number: (P) ______________ (F) ______________
E. State Award Number: ______________ F. Date Awarded: ___/___/___
G. Total Award Amount: $______________ H. Funding Period: ___/___/___ to ___/___/___

3. Matching Resources for Title V Grant

A. Source	B. Type	C. Value	D. Period
1)		$	
2)		$	
3)		$	
4)		$	
5)		$	
Total Matching Resources		$	

4. Other Non-Title V Funding Sources for Prevention Activities in the Target Community

A. Source	B. Type	C. Value	D. Period
1)		$	
2)		$	
3)		$	

5. Additional Grant or Resource Information

____

____

1-2 TARGET COMMUNITY DESCRIPTION

1. Geographic Location and Definition of Target Community

A. Community Name: ______________________ B. State: ______

C. Geographic Boundaries of Target Community: ______________________

____

____

D. Counties or Townships Within Community Boundaries: ______________________

____

E. School District(s) Within Community Boundaries: ______________________

____

2. Target Community Profile

A. Community Setting: ☐ Urban ☐ Rural ☐ Suburban ☐ Mixed

B. Total Community Population: ______________________ (Year:)

C. Median Annual Household Income Level: ______________________ (Year:)

D. Brief Community Description:

____

____

____

____

3. Youth Profile for the Target Community

A. *Number* of Children Under Age 18:		B. *Percentage* of Children Under Age 18 by Ethnic/Racial Background:		C. *Percentage* of Children Under Age 18 by Gender:	
0 to 5	______	White	______ %	Male	______ %
6 to 10	______	African American	______ %	Female	______ %
11 to 13	______	Hispanic	______ %	TOTAL	100 %
14 to 17	______	Native American	______ %		
TOTAL	______	Asian	______ %		
% of Population	______	Other	______ %		
		TOTAL	100 %		
(Year:)		(Year:)		(Year:)	

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1-3 HISTORY AND BACKGROUND

History and Background of Prevention Initiatives in the Target Community Before This Title V Grant

(Continue on an additional page if necessary)

1-4 ORGANIZATIONAL STRUCTURE

1. Prevention Policy Board (PPB) Fiscal Agent and Sponsoring Organization

A. Unit of General Local Government: ______________________

B. Name of PPB Sponsoring Organization: ______________________

C. Type of Organization:

☐ Private Non-Profit Organization
☐ Government/Public Agency
☐ Private Business
☐ Other (Specify: ______________________)

2. PPB Leadership Structure

A. Position Title	**B. Role**
1)	
2)	
3)	
4)	
5)	

3. Paid Title V PPB Staff

A. Number of Full-Time Staff ______

B. Number of Part-Time Staff ______

4. PPB Standing Committees

A. Committee Name	**B. Role**
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	

5. PPB Special Task Forces

A. Special Task Force Name	B. Role	C. Date Formed	D. Date Disbanded
1)			
2)			
3)			
4)			
5)			
6)			
7)			
8)			

6. Community Agencies, Organizations and Groups Involved in the Title V Initiative

A. Agency, Organization, or Group Name	B. Role
1)	
2)	
3)	
4)	
5)	
6)	
7)	
8)	
9)	
10)	

7. Diagram of PPB Structure at Grant Start-Up

8. Diagram of PPB Organizational Structure at End of First Year

9. Diagram of Title V Initiative Organizational Structure at Grant Start-Up

10. Diagram of Title V Initiative Organizational Structure at End of First Year

1-5 PREVENTION POLICY BOARD (PPB) MEMBERS ROSTER

A. No.	B. Name	C. Title	D. Organization	E. Community Sector	F. Org. Type	G. Start Date	H. Stop Date	I. Name of Replacement
1)								
2)								
3)								
4)								
5)								
6)								
7)								
8)								
9)								
10)								
11)								

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A. No.	B. Name	C. Title	D. Organization	E. Community Sector	F. Org. Type	G. Start Date	H. Stop Date	I. Name of Replacement
12)								
13)								
14)								
15)								
16)								
17)								
18)								
19)								
20)								
21)								

☛ The Title V Guidelines specify that your Prevention Policy Board should consist of no fewer than 15 and no more than 21 members from the community. While you should not have more than 21 members on your PPB at any given time, you may have more than 21 different members over the grant period if some of the original members leave and are replaced with new members. Use the table on the following page and add consecutive numbers in column A for each new member as necessary.

A. No.	B. Name	C. Title	D. Organization	E. Community Sector	F. Org. Type	G. Start Date	H. Stop Date	I. Name of Replacement

1-6 SUMMARY TABLE OF PPB REPRESENTATION

	1) GRANT START	2) YEAR 1 END	3) YEAR 2 END	4) YEAR 3 END
A. Total Number of Board Members on PPB				
B. Number of Members Who Departed the PPB	0			
C. Number of New Members				
D. Total Number of PPB Meetings Held				
E. Average Number of Members at PPB Meetings				
F. Number of Members from Each Community Sector:				
Justice System/Courts (JS)				
Law Enforcement (LW)				
Education (ED)				
Youth Serving Organizations (YS)				
Child Welfare Agencies (CW)				
Religious Organizations (RL)				
Health Services (HT)				
Prevention/Treatment Providers (PR)				
Civic/Volunteer Organizations (CV)				
Media (MD)				
Business (BS)				
Local Government (GV)				
Cultural/Ethnic Groups (CU)				
Existing Prevention Task Force (TF)				
Senior Citizens (SR)				
Youth Members (YM)				
Parents (PT)				
Other (OT)				
G. Number of Members from Each Organization Type:				
Public Agencies (PUB)				
Private Non-Profit Organization (PNP)				
Private For-Profit Business (BUS)				
Private Citizen (CTZ)				

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1-7 PPB MEETINGS, ACTIONS, AND ACTIVITIES

1. Meeting Information

A. Date: ___/___/___ **B. Time:** _______ to _______

C. Location: ______________________________

2. Participants

A. Meeting Group:

☐ Full PPB ☐ PPB Committee or Task Force (Specify:______________________________)

B. Names of Participants:

3. Major Issues Discussed or Activities Conducted

(Continue on an additional page if necessary)

4. Key Decisions Made At Today's Meeting (Date: ____________)			**5. Progress Since the Last Meeting**	
A. Actions to be Taken (Be Specific)	**B. Who is Responsible**	**C. Target Date**	**D. Status Code**	**E. Actual Completion Date**
1)				
2)				
3)				
4)				
5)				
6)				
7)				
8)				

↕

☛ **Status Codes:** C = Completed by target date CB = Completed behind schedule IP = In progress, not yet complete NA = No action taken

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1-8 VISION, GOALS, AND OBJECTIVES

1. Vision for Target Community

"Ten years from now we would like to see this community...."

2. Overall Prevention Goals

1) ____________________

2) ____________________

3) ____________________

3. Prevention Objectives (Related to the Prevention Goals)

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

6) ____________________

7) ____________________

8) ____________________

(Continue on an additional page if necessary)

1-9 RISK FACTORS AND PROGRAM PLAN

A. Priority Risk Factors	B. Programs or Projects that Address the Risk Factor
1)	a. b. c. d. e.
2)	a. b. c. d. e.
3)	a. b. c. d. e.
4)	a. b. c. d. e.
5)	a. b. c. d. e.

1-10 TITLE V BUDGET SUMMARY

1. Budgeted Expenses *(What You Planned to Spend)*			**2. Actual Expenses** *(What Really Was Spent)*	
A. Expenditure Category	**B. Budgeted Amount**	**C. Budgeted Percent**	**D. Actual Amount**	**E. Actual Percent**
1)	$	%	$	%
2)	$	%	$	%
3)	$	%	$	%
4)	$	%	$	%
5)	$	%	$	%
6)	$	%	$	%
7)	$	%	$	%
8)	$	%	$	%
9)	$	%	$	%
10)	$	%	$	%
TOTAL	$	100 %	$	100 %

3. Budget Notes and Differences Between Budgeted and Actual Expenses

(Continue on an additional page if necessary)

1-11. PROCESS REFLECTIONS

1. To what extent did you achieve what you had hoped to accomplish with your Title V Initiative this year? (What did you *plan* to do that you didn't? What did you do that you didn't originally plan to do?)

2. What positive progress has your Prevention Policy Board made over the past year?

3. What barriers or obstacles hindered your progress?

4. What major changes have occurred over the past year in the program planning, decision-making and implementation processes of your Title V Initiative? Why?

5. What changes in program planning, decision-making, and implementation processes could improve the effectiveness of your Title V Initiative going forward?

(Continue on an additional page if necessary)

2-1A SERVICE DELIVERY PROGRAM DESCRIPTION

1. Program Overview (*What?*)

A. Program Name: ______________________________

B. Lead Organization(s): ______________________________

C. Planned Program Period: From ___/___/___ To ___/___/___

D. Amount of Direct Funding for This Program From Title V: $______________

E. Brief Program Description:

2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this program? What do you hope to accomplish? What protective/resiliency factors will be enhanced?

"After completing this program or being involved in it, participants will..., should know how to..., be able to..., or understand..."

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

3. Operations (*Where? When?*)

A. Program Site/Setting: ______________________________

B. Hours of Operation: ______________________________

4. Program Staff (*Who?*)

A. General Description of Program Staff: ______________________________

____

____

____

B. Number of Program Staff:

Staff	# Full-Time	# Part-Time
Managers	____	____
Service Providers	____	____
Administrative/Clerical Staff	____	____
Volunteers	____	____
Others	____	____

C. Special Training Needed by Program Staff to Provide Services:

Type of Training	Staff to be Trained	Dates Provided
____________	____________	____________
____________	____________	____________
____________	____________	____________

5. Specific Program Services and Activities (*What Goes On?*)

A. Services and Activities: ______________________________

____

____

____

____

B. Materials and Curriculum: ______________________________

____

6. Population Served ***(For Whom?)***

A. Program Participants and Service Recipients (Target Population): ____________________

B. Age Range of Target Population(s): ____________________

C. Eligibility Requirements (e.g., income level, academic standing, legal status, other): ____________________

D. Anticipated Number to Be Served: ____________________

7. Measures of Program Success ***(If Successful, What Happens?)***

How Will You Know If This Program Was Effective? What are Your Measures or Indicators of Success?

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

8. Other Program Notes or Special Circumstances **(*But...*)**

2-1B SYSTEMS CHANGE PROJECT DESCRIPTION

1. Project Overview (*What?*)

A. Project Name: ____________________

B. Lead Organization: ____________________

C. Planned Project Period: From ___/___/___ To ___/___/___

D. Amount of Direct Funding for This Project From Title V: $____________

E. Brief Project Description:

2. Objectives and Desired Outcomes (*Why?*)

What are the objectives and desired outcomes of this Project? What do you hope to accomplish? What protective/resiliency factors will be enhanced?

"After completing this Project, community members will..., should know how to..., be able to..., or understand..."

1) ____________________

2) ____________________

3) ____________________

4) ____________________

5) ____________________

3. Operations ***(Where? When?)***

A. Project Site/Setting: ______________________________

B. Schedule (if applicable): ______________________________

4. Project Staff ***(Who?)***

General Description of Project Staff or Organizers:

5. Specific Project Events and Activities ***(What Goes On?)***

6. Target Audience(s), Community Population(s), or System(s) Served ***(For Whom?)***

7. Measures of Project Success ***(If Successful, What Happens?)***

How Will You Know If This Project Was Effective? What are Your Measures or Indicators of Success?

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

8. Other Project Notes or Special Circumstances (*But...*)

2-2A SERVICE DELIVERY PROGRAM IMPLEMENTATION LOG

1. Program and Year

A. Program Name: ______________________ **B. Year:** ________

2. Implementation Log

A. Program Components	B. Number Served/Participating Per Month (Unshaded Top Box)												D. Total Served and Unit	E. Notes [illegible]
	C. Average Session Time in Hours (Shaded Bottom Box)													
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec		

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2-2B SYSTEMS CHANGE PROJECT IMPLEMENTATION LOG

1. Project Name: ______________________________

2. Implementation Log

A. Project Components	B. Dates	C. Number and Unit Involved	D. Materials Used	E. Notes and Explanations

2-3A SERVICE DELIVERY PROGRAM PROCESS ASSESSMENT

1. Program Name

Program Name: ______________________________

2. Program Period

A. Dates of Program Implementation: From ___/___/___ To ___/___/___

B. Actual Implementation Schedule Compared to Planned Program Schedule:

☐ Generally On Schedule ☐ Ahead of Planned Schedule ☐ Behind Planned Schedule

C. If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the program?

____

____

____

____

3. Program Activities and Services

A. What program activities and services were planned but not implemented? Why?

____

____

____

____

____

B. What program activities and services were implemented that were not originally planned? Why?

____

____

____

____

____

4. Participation

A. To what extent did you achieve your participation goals (e.g., 50%, 100%, 200%)?: __________ %

B. What factors contributed to this level of actual participation in the program?

C. What group(s) were missing that you had hoped or intended to have participate in the program? Why?

5. Participant Feedback

A. How did participants evaluate the program?

B. What did participants *like* the most?

C. What did participants *dislike*?

6. Resources

A. Were sufficient Title V funds devoted to this program to accomplish what was planned?

☐ Available funds were in line with what was needed

☐ Available funds were less than needed

☐ Available funds were more than needed

B. If funds were insufficient to support program objectives, where specifically were more funds needed?

7. Reflections and Lessons Learned

A. If your group were to implement the program over again, what would you do differently? What lessons did you learn?

B. What would you be sure to do again?

C. What advice would you give to someone who was planning to implement a similar program?

(Continue on an additional page if necessary)

2-3B SYSTEMS CHANGE PROJECT PROCESS ASSESSMENT

1. Project Name

Project Name: ______________________________

2. Project Period

A. Dates of Project Implementation: From ___/___/___ To ___/___/___

B. Actual Implementation Schedule Compared to Planned Project Schedule:

☐ Generally On Schedule ☐ Ahead of Planned Schedule ☐ Behind Planned Schedule

C. If implementation differed from the originally planned schedule, what caused the differences or delays? To what extent did the differences affect the project?

____
____
____
____

3. Project Components

A. What project steps, activities, or events were planned but not implemented? Why?

____
____
____
____
____

B. What project steps, activities, or events were implemented that were not originally planned? Why?

____
____
____
____
____

4. Resources

A. Were sufficient Title V funds devoted to this project to accomplish what was planned?

☐ Available funds were in line with what was needed

☐ Available funds were less than needed

☐ Available funds were more than needed

B. If funds were insufficient to support project objectives, where specifically were more funds needed?

5. Reflections and Lessons Learned

A. If your group were to implement the project over again, what would you do differently? What lessons did you learn?

B. What would you be sure to do again?

C. What advice would you give to someone who was planning to implement a similar project?

(Continue on an additional page if necessary)

2-4A SERVICE DELIVERY PROGRAM OUTCOME ASSESSMENT

1. Program Name: ____________________

2. Outcome Assessment Table

A. Desired Outcomes	B. Measure or Indicator ("Evidence" of Your Desired Outcome)	C. Dates Measured or Observed		D. Observed Measurable Outcome		E. Amount of Change in Measure or Indicator (Before vs After)
		Before	After	Before	After	
1)						
2)						
3)						
4)						
5)						

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2-4B SYSTEMS CHANGE PROJECT OUTCOME ASSESSMENT

1. Project Name: ______________________________

2. Outcome Assessment Table

A. Desired Outcomes	B. Measure or Indicator ("Evidence" of Your Desired Outcome)	C. Dates Measured or Observed		D. Observed Measurable Outcome		E. Amount of Change in Measure or Indicator (Before vs After)
		Before	After	Before	After	
1)						
2)						
3)						
4)						
5)						

3-1 RISK FACTORS AND INDICATOR SUMMARY

A. Priority Risk Factors	B. Indicators of Risk
1)	a. b. c. d. e.
2)	a. b. c. d. e.
3)	a. b. c. d. e.
4)	a. b. c. d. e.
5)	a. b. c. d. e.

3-2 TRACKING RISK FACTOR INDICATORS

1. Risk Factor and Indicator

A. Risk Factor: ______________________ **B. Indicator:** ______________________

2. Indicator Data Table **A. Data Unit:** ______________________

B. Data Group ↓	**C. Years →**												
	19___												
a.													
b.													
c.													
d.													

3. Indicator Data Sources

Name of Data Source(s)

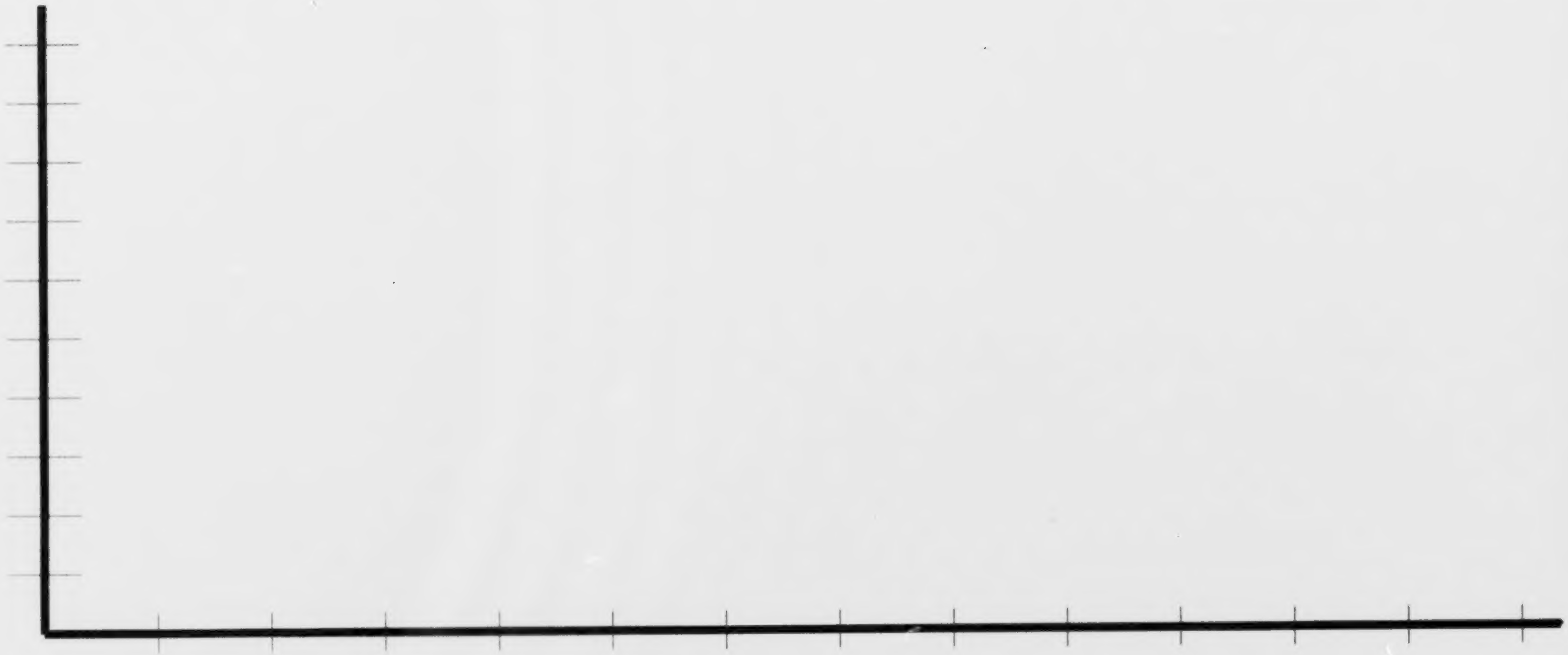
____

____

4. Indicator Graph

A. Unit: ____________________

B. Vertical (Y) Axis ↕



Year

C. Horizontal (X) Axis ↔

D. Legend

a. ●	c. ◆
b. ■	d. ✚

3-3 RISK FACTOR DATA ANALYSIS

1. Risk Factor and Indicators

A. **Risk Factor:**

B. **Indicators:**
a.
b.
c.
d.
e.

2. Data Trends

3. Data Interpretation

Continue on an additional page if necessary

3-4 TRACKING INDICATORS OF JUVENILE PROBLEM BEHAVIORS

1. Indicator: ______________________________

2. Indicator Data Table **A. Data Unit:** ______________________________

B. Data Group ↓	**C. Years →**												
	19___												
a.													
b.													
c.													
d.													

3. Indicator Data Sources

Name of Data Source(s)

____

____

4. Indicator Graph

A. Unit: ______________________

B. Vertical (Y) Axis ↕

C. Horizontal (X) Axis ↔

D. Legend

a. ●	c. ◆
b. ■	d. ✚

3-5 JUVENILE PROBLEM BEHAVIORS DATA ANALYSIS

1. **Indicator** ______________________________

2. **Data Trends**

3. **Data Interpretation**

Continue on an additional page if necessary

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